

# *Franklin Township School District*

## Code of Conduct



## 2023-2024

Excellence, opportunity, & affirmation for every child!

The information in the Franklin Township Public School District Student Code of Conduct may be updated during the course of the school year. The latest version is available on the School District's Website, [www.franklinboe.org](http://www.franklinboe.org)

# FRANKLIN TOWNSHIP PUBLIC SCHOOLS

## PARENT/STUDENT ACKNOWLEDGEMENT FORM District Student Code of Conduct 2023-2024

This booklet lists the District's expectations and rules for the students attending the Franklin Township Public Schools. The rules apply to all activities occurring on school grounds, on other sites being used for school activities, and on any vehicles authorized to transport students. Your signature below does not indicate that you agree or disagree with the rules, but rather, that you have received a copy of these rules. Please review this booklet with your child then sign this form and return it to the main office of the school where your child attends. Please see the "Summary Link" below:

[SUMMARY OF REVISIONS: CODE OF CONDUCT](#)

\_\_\_\_\_  
School

\_\_\_\_\_  
Grade

\_\_\_\_\_  
Student Name (*please print*)

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Email Address

## **BOARD OF EDUCATION MEMBERS**

Nancy LaCorte, President  
Ardaman Singh, Vice President

Nishita Desai  
William Grippio  
Dr. Dennis Hopkins  
Walter Jackson  
Laurie Merris  
Sami Shaban  
Dr. Michael Smith

## **CENTRAL OFFICE ADMINISTRATION**

Dr. John A. Ravally, Superintendent of Schools  
Dr. Daniel C. Loughran, Assistant Superintendent for Curriculum & Instruction  
Brian Bonanno, Assistant Superintendent for Business/Board Secretary  
Luis Valencia, School Business Administrator/Assistant Board Secretary  
Orvyl M. Wilson, Director of School Management and Student Advocacy  
Dr. Brenda Sofield, Director of Pupil Personnel Services  
Mary Clark, Senior Manager of Policies, Regulations and Communications

### **MISSION STATEMENT OF FRANKLIN TOWNSHIP PUBLIC SCHOOLS**

*Franklin Township Public Schools embraces its diversity, fosters excellent educational innovation and empowers all students to achieve their highest potential.*

## SCHOOL HOURS

### SCHOOL HOURS-STANDARD SESSION

SCHOOL	START TIME	END TIME
FHS - (TIER 1)	7:20 A.M.	2:21 P.M.
FMS - HAMILTON STREET & SGS CAMPUS' (TIER 1)	7:20 A.M.	2:26 P.M.
ELEMENTARY - CRS, HIL AND FPS/ECDC (TIER 2)	8:50 A.M.	3:10 P.M.
ELEMENTARY - CES, EAS, MAC AND PGM (TIER 3)	9:30 A.M.	3:50 P.M.

FMS - HAMILTON STREET RTS	12:30 P.M.	6:00 P.M.
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### SCHOOL HOURS-DELAYED OPENING

SCHOOL	START TIME	END TIME
FHS - (TIER 1)	9:20 A.M.	2:21 P.M.
FMS - HAMILTON STREET & SGS CAMPUS' (TIER 1)	9:20 A.M.	2:26 P.M.
ELEMENTARY - CRS, HIL AND FPS/ECDC (TIER 2)	10:50 A.M.	3:10 P.M.
ELEMENTARY - CES, EAS, MAC AND PGM (TIER 3)	11:30 A.M.	3:50 P.M.

### SCHOOL HOURS-MINIMUM SESSION

SCHOOL	START TIME	END TIME
FHS - (TIER 1)	7:20 A.M.	11:53 A.M.
FMS - HAMILTON STREET & SGS CAMPUS' (TIER 1)	7:20 A.M.	12:30 P.M.
ELEMENTARY - CRS, HIL AND FPS/ECDC (TIER 2)	8:50 A.M.	1:30 P.M.
ELEMENTARY - CES, EAS, MAC AND PGM (TIER 3)	9:30 A.M.	2:10 P.M.

***EMERGENCY CLOSING HOURS WILL COINCIDE WITH THE MINIMUM SESSION END TIMES***

# **SCHOOL CODE**

**FHS - FRANKLIN HIGH SCHOOL - GRADES 9 – 12**

**FMS**

**FRANKLIN MIDDLE SCHOOLS @ HAMILTON STREET CAMPUS - GRADES 6 – 8**

**SGS**

**FRANKLIN MIDDLE SCHOOLS @ SAMPSON G. SMITH CAMPUS - GRADES 6 - 8**

**CES**

**CLAREMONT ROAD SCHOOL - GRADES PRE-K – 5**

**CRS**

**CONERLY ROAD SCHOOL - GRADES PRE-K – 5**

**EAS**

**ELIZABETH AVENUE SCHOOL - GRADES PRE-K – 5**

**ECDC**

**EARLY CHILDHOOD DEVELOPMENT CENTER - GRADES PRE-K – 5**

**FPS**

**FRANKLIN PARK SCHOOL - GRADES PRE-K – 5**

**HIL**

**HILLCREST SCHOOL - GRADES PRE-K – 5**

**MAC**

**MACAFEE ROAD SCHOOL - GRADES PRE-K – 5**

**PGM**

**PINE GROVE MANOR SCHOOL - GRADES PRE-K - 5**

## **EMERGENCY INFORMATION**

**Information about school opening delays; school closings and emergency early dismissals will be posted on our website, [www.franklinboe.org](http://www.franklinboe.org) and on our local television stations - Channel 27/34. Additionally, you should receive a call, email and text message from the District's Automated Emergency Telephone System, The following radio and television stations will also have information about school closings:**

**NJ 101.5 FM   News 12 NJ   WABC-TV   WNYW-TV**

Stations do not announce specific times, so please check the list of starting and dismissal times for all the schools. Included in this list are the hours for minimum day sessions, delayed openings and early closing.

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# DISTRICT DIRECTORY

## FREQUENTLY USED TELEPHONE NUMBERS

<b>Conerly Road School</b>	<b>(732) 249-9362</b>
<b>Claremont Road School</b>	<b>(732) 210-3500</b>
<b>Elizabeth Avenue School</b>	<b>(732) 356-0113</b>
<b>Franklin High School</b>	<b>(732) 302-4200</b>
<b>Franklin Middle School @ Hamilton Street Campus</b>	<b>(732) 249-6410</b>
<b>Franklin Middle School @ Sampson G. Smith Campus</b>	<b>(732) 873-2800</b>
<b>Franklin Park School</b>	<b>(732) 297-5666</b>
<b>Hillcrest School</b>	<b>(732) 246-0170</b>
<b>MacAfee Road School</b>	<b>(732) 249-9097</b>
<b>Pine Grove Manor School</b>	<b>(732) 246-2424</b>

## CENTRAL OFFICE ADMINISTRATION

<b>(Main Number)</b>	<b>(732) 873-2400</b>
<b>Superintendent</b> Dr. John A. Ravally	Ext. 312
<b>Assistant Superintendent for Business/Board Secretary</b> Brian Bonanno	Ext. 281
<b>School Business Administrator/Board Secretary</b> Luis Valencia	Ext. 333
<b>Assistant Superintendent for Curriculum and Instruction</b> Dr. Daniel C. Loughran	Ext. 301
<b>Director of Pupil Personnel Services</b> Dr. Brenda Sofield	Ext. 203
<b>Director of School Management and Student Advocacy</b> Mr. Orvyl M. Wilson	Ext. 408
<b>Senior Manager, Policies, Regulations and District Communications</b> Mrs. Mary Clark	Ext. 206



# DISTRICT DIRECTORY

## PROGRAM DIRECTORS & SUPERVISORS

**Alternative School Road to Success**

Mrs. Nikki Tatum, Vice Principal

(732) 249-6410 ext. 229

**Athletics (6 - 12)**

Mr. Kenneth Margolin, Athletic Director

(732) 302-4200, ext. 6403

**Early Childhood Education**

(TBA), Supervisor

(732) 297-3427. ext. 241

**Equity, Inclusion and World Languages**

Mr. Daryn Plummer, Supervisor

(732) 302-4200 ext.

**ESL/Bilingual (K-12)**

Ms. Julie Ochoa, Supervisor

(732) 873-2400 ext. 509

**Fine, Visual and Performing Practical Arts**

Mr. Caesar Raniho, Supervisor

(732) 873-2400 ext. 319

**Guidance (Pre K - 8)**

Quiyon Peters, Supervisor

(732) 249-6410 ext. 322

**Guidance (9 - 12)**

Mr. Ammon Barksdale, Supervisor

(732) 302-4200 ext. 5206

**Health/Physical Education**

Mr. Sean Thomas, Supervisor

(732) 249-6410 ext. 266

**Instructional Technology**

Ms. Amy Arsiwala, Supervisor

(732) 873-2400 ext. 249

**Elementary Language Arts Literacy &****Academic Intervention Support (K-5)**

Ms. Suzanne Ackley, Supervisor

(732) 873-2400 ext. 202

**Secondary Language Arts Literacy and****Academic Intervention Support**

Dr. Kanika Chopra, Supervisor (6-12)

(732) 873-2400 ext. 407

**Mathematics Academic Intervention Support**

Ms. Iris Blay, Supervisor (K-5)

(732) 873-2400 ext. 316

Mrs. Nubeja Allen, Supervisor (6-12)

(732) 873-2400 ext. 501

**Planning, Research, Assessment and Accountability**

Ms. Ana Washington, Director

(732) 873-2400 ext. 406

**K - 12 Science, Right to Know and Work Based Learning**

Mr. Eric Siegal, Supervisor

(732) 873-2400 ext. 241

**Social Studies**

Mr. Justin Miller, Supervisor

(732) 873-2400 ext. 240

**Transportation**

Ms. Donna Stallings, Supervisor

(732) 828-6620

## **DISTRICT ANTI BULLYING COORDINATOR**

### **District Anti Bullying Coordinator**

Mr. Orvyl Wilson  
(732) 873-2400 ext. 408

## **SCHOOL LEVEL ANTI BULLYING SPECIALISTS**

### **Conerly Road School**

Mrs. Lin Avellino (732) 249-9362 ext. 2229

### **Claremont Elementary School**

Ms. Leslie Marie Chong (732) 210-3500 ext. 3107

### **Elizabeth Avenue School**

Ms. Sarah Spence (732) 356-0113 ext. 2238

### **Franklin Park School**

Ms. Jennifer Chernoski (732) 297-5666 ext. 223

### **Hillcrest School**

Ms. Lisamarie Capelli (732) 246-0170 ext. 3233

### **MacAfee Road School**

Mr. Ronald Haskins (732) 249-9097 ext. 4229

### **Pine Grove Manor**

Ms. Jasmine Villalba (732) 246-2424 ext. 2240

### **Franklin Middle School @ Hamilton Campus**

Mr. Trey Mitchell (732) 249-6410 ext. 224

### **Franklin Middle School @ Sampson G. Smith School**

Ms. Jennifer Pasqua (732) 873-2800 ext. 113

### **Franklin High School**

Mr. Daniel Clark (732) 302-4200 ext. 6111

## Code of Conduct

### General Information and Quick Links

Mission Statement: Franklin Township Public Schools embraces its diversity, fosters excellent educational innovation and empowers all students to achieve their highest potential.

The goal of the District Student Code of Conduct is to promote a learning environment where students are expected to:

#### **Be Safe • Be Respectful • Be Responsible and Prepared**

At Franklin Township Public Schools, we are dedicated to giving our students and staff places to learn and work that are safe, orderly and culturally responsive. We also want to provide our students with the support they need to stay in school and continue to learn and mature.

All students have the right to learn, and no student has the right to disrupt the learning activities of others. Each year, the Franklin Township Board of Education adopts a districtwide Code of Conduct to provide guidelines for expected student behavior.

*For more information; the entire Code of Conduct can be accessed by clicking on this link:*

[Code of Conduct](#)

Code of Conduct – [Spanish](#)

*Or you can click on each category below for the specific information needed:*

#### **Be Safe**

- [Controlled Dangerous Substances and Tobacco](#)
- [Firearms and Other Weapons \(Zero Tolerance for Guns Act\)](#)
- [Child Abuse and Neglect](#)
- [Handle With Care / Crisis Intervention](#)
- [Harassment Intimidation and Bullying](#)
- [Student Safety Data System \(SSDS\)](#)
- [Transportation Rules](#)

#### **Be Respectful**

- [Affirmative Action/ Equal Opportunity Employment](#)
- [Positive School Climate/Culture](#)

#### **Responsible and Prepared**

- [Attendance and Residence](#)
- [Behavior Definitions and Examples \(includes Bus\)/Consequences/Suspension/Expulsion](#)
- [Dress Code](#)
- [Due Process](#)
- [Technology & Electronic Communication](#)

#### **Positive Behavior Supports In Schools (PBSIS)**

This, district wide framework has been implemented to teach and promote positive behavior. Each school has tailored the framework to reflect the uniqueness and needs of their school.

Visit the district [PBIS webpage](#) for information on how this program works in each of our schools

#### **Support Services**

- [Student Assistance Counselors \(SAC\)](#)
- [504](#)
- [Intervention & Referral Services \(I&RS\)](#)
- [Road to Success Alternative Programs](#)
- [Special Education and Related Services](#)

#### **General District Information**

- [School Hours](#)
- [Board of Education Policies](#)
- [Parent to School Communication Protocol](#)
- [Focus on Franklin – District Video Newsmagazine](#)

## School Safety

A safe school is one where teaching and learning are not distracted; disruptions are minimized; violence, drugs, bullying and fear are not present; students are not discriminated against; expectations for behavior are clearly communicated; and consequences for infractions are consistently and fairly applied.

In addressing the concerns related to school safety the District's focus includes but is not limited to the following:

- Bullying and Cyberbullying.
- Vaping and Drug Use
- Cybersecurity.
- Emergency Planning.
- Infectious Diseases and Public Health.
- Mental Health.
- School Climate.
- Targeted Violence.

Safe schools promote the protection of all students from violence, exposure to weapons and threats, theft, bullying and harassment, the sale or use of illegal substances on and off school grounds, and other emergencies. School safety is linked to improved student and school outcomes.

Students who intentionally disrupt the safe culture and climate of our school by violating the expectations for student behaviors described within the Student Code Of Conduct are subject to disciplinary action as described in the Student Code Of Conduct. Additionally, students will lose student privileges that include:

- Participation in Club activities
- Membership in school organizations (Class Officer, Honor Society, ect.)
- Participation in athletics, band, dance, plays/musicals
- School activities such as Field Day, Halloween Parades, and other special school activity events.

## **SCHOOL BEHAVIORAL THREAT ASSESSMENT & MANAGEMENT:**

On August 1, 2022, Governor Phil Murphy signed into legislation, N.J.S.A. 18A:17-43.4, requiring the establishment of threat assessment teams in public, charter, and renaissance school projects.

The goal of the threat assessment process is to prevent acts of violence before they start. The purpose of a threat assessment team is to provide school teachers, administrators, and other staff with assistance in:

- identifying students with behaviors of concern,
- assessing those students' risk for engaging in violence or other harmful activities,
- and delivering intervention strategies to manage the risk of harm for students who pose a potential safety risk.

Through the threat assessment process, we hope to identify students who may be on a “pathway to violence” and provide them with the resources and support they need to adapt to a safe, healthy, and productive lifestyle. Reducing and preventing acts of violence in our schools is part of the formula that ensures that all students have a safe and secure environment in which to learn and grow.

The threat assessment teams' purpose is also to prevent targeted violence in the school and to ensure a safe and secure school environment that enhances the learning experience for all members of the school community.

To be clear, the need to conduct a behavioral threat assessment is based on a set of observable behaviors exhibited by an individual that present safety related concerns. These behaviors include, but are not limited to:

- Student journal entries focusing on violence, destruction, or death
- A pattern of physical aggressive behavior or bullying
- Threats to or the act of bringing a weapon to school
- Social media posts with threat messaging
- Exhibiting or threatening self harm
- Deliberate acts of vandalism or the destruction of property
- Desire to hurt/kill things
- Dramatic changes in behavior
- Drug use
- Uncontrollable anger or rage
- Similar alarming or disturbing behavior

The determination to conduct a behavior threat assessment for a student is not punitive. By identifying students who exhibit concerning behavior such as the behaviors in the examples above, we may provide needed resources and support services to the student/family.

Should you recognize a student exhibiting any of the concerning behaviors listed above or any other alarming behaviors, please contact the school \_\_\_\_\_ or you can make a referral to the school threat assessment team anonymously online by \_\_\_\_\_.

# DRESS CODE











Appropriate dress and grooming can help to create a positive learning environment. Students have a right to wear stylish clothes of their choice as long as those clothes are appropriate for school, are not dangerous to health and safety, and do not create a substantial or material disruption of the school. Students have a responsibility to dress neatly and appropriately, to be clean, and well groomed.

Students in all grades will be prohibited from wearing:

1. clothing and accessories that promote alcohol, tobacco, or drug usage or that depict weapons or violence and that cause or are likely to cause a disruption within the school environment;
2. clothing and accessories that contain vulgar, derogatory or suggestive diagrams, pictures, slogans or words that may be interpreted as racially, religiously, ethnically, or sexually offensive and which cause or are likely to cause a disruption within the school environment;
3. clothing symbolic of gangs or disruptive groups associated with threatening behavior, harassment or discrimination and which cause or are likely to cause a disruption within the school environment;
4. clothing, accessories and/or any words, pictures, diagrams, etc., thereon that are lewd, vulgar, indecent, plainly offensive or that cause or are likely to cause a material disruption;
5. head coverings of any kind in the building (except for religious or medical reasons);
6. Bandanas anywhere on one's person;
7. curlers, picks, combs, or hair rakes in the hair;
8. sunglasses or permanently tinted glasses (except for medical reasons);
9. dog collars, chains, wallet chains, safety pins, spike jewelry or fish hooks worn as jewelry, accessories or ornamentation;
10. tank tops, tube tops, mesh tops, sheer tops, halters, or bare midriff tops;
11. shirts with necklines that are lower than the straight line from top of underarm across to opposite underarm (display of cleavage is not permitted);
12. shirts that do not cover shoulders, and shirt-tails that do not overlap the pants/skirt beltline (tops may not expose the midriff);
13. gloves in the building;
14. pajamas, loungewear, and dorm pants;
15. leggings or tight-fitting spandex type pants, pants with side slits or holes above the knees, see-through pants, tights, or leotards worn as outer garments;
16. sagging pants, pants worn low on the hips so as to reveal underwear or skin (pants must be worn with both legs down; not one leg rolled up);
17. pant legs that extend past the sole of the shoe;
18. clothing that does not cover undergarments at all times;
19. dresses, skirts, shorts, culottes, and skorts that are shorter than the extended tip of the longest finger with arms hanging naturally at the sides;
20. bedroom slippers, roller sneakers, or heels higher than three (3) inches (shoes must be worn at all times; athletic shoes or closed shoes with a rubber sole should be worn for Physical Education, Science and recess; high heels, loose fitting sandals, crocs, and flip flops are not permitted for safety reasons);
21. fringed garments in shop areas or in Drama and Art areas which contain machinery;
22. items of clothing that would impair the health and safety of the student during normal school activities.

The administration will make the final determination as to whether clothing in question is in violation of the dress code. Parents/guardians have a responsibility to assist students in being compliant with the dress code before they leave home for school. Teachers are expected to model the behaviors that we expect from students. All staff are expected to dress professionally.

### Examples

<p><b>Head Area</b> No caps, visors, jacket hoods, bandanas, sweatshirt hoods, doo-rags, headbands or any other head gear, except with Administrative permission.</p>	<p><b>Acceptable</b></p> 	<p><b>Not Acceptable</b></p> 
<p><b>Upper Garments</b> No halter tops, tank tops, spaghetti straps or muscle shirts. No explicit graphics may show. All garments must cover shoulder to shoulder. No rips/tears or skintight items. All garments must be long enough to clearly overlap the beltline or stay tucked.</p>	<p><b>Acceptable</b></p> 	<p><b>Not Acceptable</b></p> 
<p><b>Foot Covering</b> No flip flops, sandals or open toed shoes are permitted.</p>	<p><b>Acceptable</b></p> 	<p><b>Not Acceptable</b></p> 
<p><b>Lower Garments - Male</b> Undergarments and the buttocks MUST remain entirely covered even while you are seated. Pants and shorts must be at the waist and without tears/rips.</p>	<p><b>Acceptable</b></p> 	<p><b>Not Acceptable</b></p> 
<p><b>Lower Garments - Female</b> Dresses, skirts and shorts must be at least mid-thigh or below in length. No yoga pants, leggings, rip/tears or skintight items are permitted.</p>	<p><b>Acceptable</b></p> 	<p><b>Not Acceptable</b></p> 



## TRANSPORTATION RULES

Pupils transported on school buses are under the authority of, and directly responsible to, the driver of the bus. The purpose of bus discipline procedures is to provide measures for corrective action when a student's behavior is such that it constitutes a safety risk. This would include any deliberate misbehavior that might interfere with the safe operation of the bus. For the purpose of this regulation, student transportation shall be defined as including the loading, en route traveling, and unloading of students to or from school or a school-sponsored activity. In order to assure orderly and safe transportation of all passengers many of our buses are equipped with on board audio-video monitoring systems. All passengers are required to observe the following rules at all times.

1. Complying with the bus driver's instructions at all times is essential and expected.
2. Remaining seated when the bus is in motion is required. Fasten your seatbelt when seated and leave it fastened until you arrive at your final destination.
3. Being disrespectful or abusive to the bus driver or any other staff or student in conduct or language is not permitted.
4. Showing your Student I.D., grades six (6) through twelve (12), to the bus driver upon request is required.
5. Using profanity and other foul language or gestures towards the bus driver, staff, or other students is not permitted.
6. Placing head, arms, or legs, or objects outside the window of the bus is strictly prohibited.
7. Eating or drinking on the bus is not allowed. Keep the bus clean and free of paper or other litter.
8. Transporting animals on the school bus is not permitted.
9. Inflating or having inflated balloons on the school bus is not permitted.
10. Boarding or attempting to board a bus other than the student's arranged bus or attempting to leave the bus at other than the student's bus stop without permission is not allowed.
11. Seating arrangements are at the discretion of the bus driver unless otherwise assigned by the school administration. When designated seating is used, students must sit in their assigned seats. A mandatory seating chart will be submitted to the building principal and kept on file.
12. Showing issued bus passes when called upon to do so by the bus driver or other school authority is required. Failure to produce the bus pass upon request of the driver shall be reported to the appropriate school administrator. A student shall not allow the use of his or her bus pass by another student.
13. Behaving orderly on the bus and at the bus stop is required. In addition, any reported incidents occurring at, to, or from the bus stop will be investigated and could result in disciplinary action as well as in police action.
14. Carrying equipment unrelated to authorized school activities will not be permitted i.e., out of season sports equipment. Wearing of skates, roller blades, heelies and the possession of skateboards is not permitted on the bus.
15. Using or opening the emergency exit unless authorized by the bus driver, school, or police official is strictly prohibited.
16. Smoking on a school bus is prohibited by law and, on the first offense, shall be cause for denial of transportation.
17. Hitting, fighting, harassing, scuffling, pushing, kicking, making loud and unnecessary noise, acting boisterous or not in control of your body, or participating in gang related activity, is distracting to the driver, and is not permitted.
18. Refusing to give your name to the bus driver or giving a false name indicates misrepresentation and insubordination to the authority of the driver and shall be sufficient cause for immediate denial of transportation by the school administrator.
19. Throwing articles into, onto, or out of the bus is not permitted.
20. Parents are not permitted to board the bus.



## DISCIPLINARY ACTIONS FOR INAPPROPRIATE BUS BEHAVIOR

All students are expected to follow the standards for behavior outlined in the Student Code of Conduct regardless of whether they are in the school building, on school grounds, on the school bus or at the bus stop, or attending any school sponsored event. While on the school bus, students are expected to follow the directives of the bus driver the same as they would their teacher in the classroom.

Inappropriate student behavior on the school bus will be addressed in accordance with the Student Code of Conduct and administered by the child's building principal or vice principal similarly to other student misbehaviors that occur in the school building or classroom. However, to insure safe student transportation, the following conduct is specifically prohibited on the school bus and violations will result in revocation of school transportation privileges:

- Fighting
- Smoking
- Exiting the bus from the emergency exits without being directed to do so by the bus driver
- Throwing objects out of the bus window
- Purposely damaging the bus
- Any other behaviors that occur on the bus that may jeopardize the health, safety, or well-being of the other individuals that are either in or around the bus.

The following corrective consequences will be provided for minor to moderate bus infractions:

- **Administrative Conference with student and Parent/Guardian**
- **Lunch/Recess detention or after school detention (secondary school students)**
- **Saturday Bus Academy**

The sequence of disciplinary action for more serious infraction are outlined as follows:

**First Offense** - An administrative conference shall be held with the student. The student shall be given a minimum of three (3) and a maximum of five (5) days out of school suspension. The parent/guardian shall be advised of the action taken by the administration via telephone and by written notice. A personal re-entry conference shall be held with the parent/guardian prior to the student's return to school.

**Second Offense** - An administrative conference shall be held with the student. The student shall be given a minimum of five (5) and a maximum of seven (7) days out of school suspension. The parent/guardian shall be advised of the action taken by the administration via telephone and by written notice. A personal re-entry conference shall be held with the parent/guardian prior to the student's return to school.

**Third Offense** - An administrative conference shall be held with the student. The student shall be given a minimum of five (5) and a maximum of ten (10) days out of school suspension and a ten (10) day suspension of bus privileges. The parent/guardian shall be advised of the action taken by the administration via telephone and by written notice. A personal re-entry conference shall be held with the parent/guardian prior to the student's return to school.

**Fourth and All Subsequent Offenses** – An administrative consultation shall be held with the student, the parent/guardian, and when possible, the District Transportation Supervisor. The student shall be given a minimum of five (5) days of out of school suspension and a minimum of thirty (30) days of bus privilege suspension. Students may receive permanent denial of bus privileges at the discretion of the building principal.

### Notes:

1. *When a student's bus privileges have been suspended for misconduct, it is the parent/guardian's responsibility to provide the child with transportation to and from school.*
2. *Any person, including but not limited to students, school employees, parents, other adults or juveniles, who enter on any school property, any school building, or any school bus, may be video and audio taped as part of the measures taken by the District to provide a safe, secure, and orderly environment. Information recorded on school surveillance equipment may be used as evidence in disciplinary and/or legal proceedings.*

# District Policy

## **8601 - STUDENT SUPERVISION AFTER SCHOOL DISMISSAL**

Section: Operations

Date Created: November 2019

Date Edited: November 2019

### Introduction/Background

Per Policy 8600 Transportation, the Board of Education will provide (free) transportation to and from school to all public school students, within the district, who live beyond Two (2.0) miles from the school they attend for students in Grades Pre-Kindergarten to Eight. Transportation eligibility shall be determined based on attendance area boundary, unless transportation is required in a child's IEP or district program.

Additionally, and where practicable, Policy 8600 also provides that the Board of Education may authorize the transportation of other students to and from public school. As such, the Board of Education currently offers courtesy bussing to all students in grades Pre-K – Five within their attendance area boundary or location determined by the child's IEP or district program.

In some cases, students are placed outside of their attendance area boundary; utilize the CARE Program or otherwise become ineligible for courtesy transportation. In those cases parents/guardians are responsible for the transportation of their children. In other cases, parents/guardians elect to waive district provided transportation and are responsible for the transportation of their children.

In the New Jersey Supreme Court case, *Jenkins v. Anderson, et al*, the Court indicated dangers that exist for younger students at dismissal as children are susceptible to numerous risks, including negligent conduct, when leaving school property.

Because of these risks, the Board of Education adopts and requires the implementation of Policy 8601 for the supervision of younger students after dismissal. The supervision provisions of Policy 8601 are applicable to parents or legal guardians of students attending district-operated schools or programs in grades Pre-K to Five who are not eligible for district-provided transportation after dismissal or are eligible and elect not to use district-provided transportation after dismissal.

A student attending a district-operated school or program in grades Pre-K to Five, where the student is not eligible for district-provided transportation or is eligible and child's parent(s) or legal guardian(s) elect not to use district-provided transportation after dismissal will only be released to the parent(s) or legal guardian(s) or escort(s) designated by the parent(s) or legal guardian(s). The parent(s) or legal guardian(s) designated escort(s) must be at least 12 years old.

Exceptions to this Policy will be considered on a case by case basis and must be submitted in writing to the Principal or program administrator who will seek the approval of the Superintendent and, where applicable, the Board of Education.

## Authorization/Request for Release

The parent(s) or legal guardian(s) requesting their child(ren) be released to a parent(s) or legal guardian(s) or parent(s) or legal guardian(s)-designated escort after dismissal must provide a letter to the Principal listing the names, and relationship to the child, of those individuals to whom the child may be released. The letter should state that the escorts designated by the parent(s) or legal guardian(s) are 12 years of age or over. Finally the letter shall state that the parent(s) or legal guardian(s) are aware of this policy and its placement in the Student Code of Conduct; the school calendar, available on the district website and knowledge of the school dismissal plan.

This letter/request shall be effective for the duration of the school year and must be resubmitted every year. A parent(s) or legal guardian(s) may change their request by submitting a written letter to the Principal or program administrator changing the escorts authorized to whom the child may be released.

The Principal or program administrator upon receiving the letter/request shall notify the appropriate school staff member(s) who has supervision of the student at dismissal time at the end of the school day of the parent's or legal guardian's request. The supervising staff member that receives such notice shall retain supervision of the student when other students are dismissed from school at the end of the school day.

## Dismissal Plan

Each Principal or program administrator will develop and implement a written Student Supervision After School Dismissal Plan for their school building or program location. This Plan shall include the school building's or program's supervision procedures for students at the end of the school day to the designated area in the school building or program and the location of the designated area in the school building or program. The Plan shall be based on the school's or program's ability to provide supervision, the accessibility for the parent(s) or legal guardian(s) or designated escort to pick-up the child without disrupting dismissal of the remaining school population, and other considerations unique to the school building or program location. The school's or program's Student Supervision After School Dismissal Plan shall be provided to all parent(s) or legal guardian(s) that have submitted a request.

The student(s) shall be supervised by school staff in the designated area of the building and will only be released when the parent(s) or legal guardian(s) or designated escort arrives to pick up the student.

In order to ensure the safety of other students being dismissed from school in accordance with typical school dismissal protocol, to limit interaction of parent(s) or legal guardian(s) or designated escorts with other students within the building, and to avoid traffic and vehicular safety problems outside the school building, the Principal or program administrator may prohibit the parent(s) or legal guardian(s) or designated escort from entering the school building until a time period after school has dismissed or until school buses and other vehicular traffic have cleared the school site. This determination shall be made by each Principal or program administrator after considering the unique circumstances at the school building and the building's typical dismissal protocol.

In the event the parent(s) or legal guardian(s) or designated escort does not arrive to pick up their child(ren) after the dismissal time of school, the Principal or designee will attempt to contact the parent(s) or legal guardian(s) using the district's emergency call procedures.

In the event of an emergency such that, when an unforeseen event prevents a parent or legal guardian or designated escort from arriving for the child(ren) at dismissal within the time period designated by the Principal or program administrator, the student will be relocated to the Main Office in the school building and will remain in the Main Office supervised by the Main Office staff until the parent(s) or legal guardian(s) or designated escort arrives and signs the student out of school.

Where available, the student may be relocated to the CARE Program where the student will be supervised by after-school program staff until the parent(s) or legal guardian(s) or designated escort arrives and signs the student out of the CARE Program.

In this circumstance, the parent(s) or legal guardian(s) may be subject to after-school program fees if it is determined by the Principal or program administrator that the frequency of emergencies causing the parent(s) or legal guardian(s) or designated escort to be delayed in picking-up the student is excessive.

The school will provide parent(s) or legal guardian(s) information regarding any supervised after-school services, if any, that may be available to students at the school's facilities after formal school dismissal.

If repeated attempts to locate the parent(s), legal guardian(s) or authorized escort(s) fail, the Principal shall, in his/her discretion, contact law enforcement and/or Division of Child Protection and Permanency to assist.

#### Publication of Policy

This Policy shall be published in the Student Code of Conduct. In addition, the school district shall make available to parent(s) or legal guardian(s) in the beginning of the school year, the school's calendar to include the starting and dismissal times for full session, half-session, and early dismissal days due to weather or other emergencies. In addition, any changes to the school's calendar made during the school year shall be provided to parent(s) or legal guardian(s).

Adopted: 21 November 2019

References: Policy 8600; Jerkins v. Anderson, et al.

## ATTENDANCE REGULATIONS

School achievement begins with regular attendance. Parents/guardians must ensure that all school-aged children in their care are in school on time daily. Additionally, school personnel must communicate any attendance problems or concerns to parents/guardians in a timely manner.

The most effective strategy to prevent unexcused and excessive absence is to be proactive, with the school, family, and the community working together. To this end, school personnel report to the building principal or his/her designee their concerns about student behaviors that may be precursors to attendance problems. The building administration along with other appropriate school staff will work to address continuing student attendance issues by meeting with the student and parent/guardian and through other appropriate interventions and referrals.

The New Jersey Administrative Code 6A:16-7.8 Attendance and BOE Policy and Regulation # 5220 apply to attendance matters:

1. Each District Board of Education shall develop, adopt and implement policies and procedures regarding the attendance of students, pursuant to N.J.S.A. 18A:38-25 through 31 and N.J.A.C.6A:32-8 and 13.1, at the public schools of the District or day schools in which students are provided with equivalent instruction, according to the requirements of N.J.S.A. 18A:38-25.
2. Within 10 days of the start of the school year, a School District shall determine whether any re-entering student who has not attended school that year has an excused absence or has transferred, withdrawn or dropped out of the School District. N.J.A.C. 6A:32-8.2.
3. For up to four (4) cumulative unexcused absences, the District shall:
  - a. make a reasonable attempt to notify the student's parents of each unexcused absence prior to the start of the following school day;
  - b. conduct an investigation of the cause of each unexcused absence, including contact with the student's parents;
  - c. develop an action plan in consultation with the student's parents designed to address patterns of unexcused absences, if any, and to have the child return to school and maintain regular attendance.
4. For between five (5) and nine (9) cumulative unexcused absences, the District shall:
  - a. make a reasonable attempt to notify the student's parents of each unexcused absence prior to the start of the following school day;
  - b. conduct a follow-up investigation, including contact with the student's parents, to determine the cause of each unexcused absence;
  - c. revise the action plan, as needed, to identify patterns of unexcused absences and establish outcomes based upon the student's needs and specify the interventions for achieving the outcomes, supporting the student's return to school and regular attendance and
  - d. refer the student to the building level Intervention & Referral Services Team (I&RS Team) or CST case manager for classified students.
5. Any student between the ages of 6 to 16 who accumulates ten (10) cumulative unexcused absences from school or who continues to exhibit a pattern of unexcused absence will be referred by the school administration to the District Attendance Officer. The District Attendance Officer is obligated to make a mandatory referral to the Family Crisis Intervention Unit which serves as the court program required by the New Jersey Office of the Court.
6. A continued pattern of unexcused absence will result in the District filing charges against the student's parent or guardian and/or the student being recommended to the building principal for removal from the District attendance register.
7. Residency requirements – Under N.J.S.A. 18A:38-1(a), a student who is under the age of 18 is “domiciled” in a School District, and thereby entitled to attend school in the District, if his or her parent or legal guardian is “domiciled” in that District. A student who has reached the age of 18 may establish his or her own domicile.
- 8.

## ATTENDANCE REGULATIONS

9. Domicile is the place where a person lives in his or her fixed, permanent home. This home must be the place to which he or she intends to return when he or she goes away, and from which he or she has no intention of moving anytime soon. A person can have only one “domicile” at a time, even if he or she has more than one home.
10. All students must have their current address on record. Parents of students who move to a new address must go to Parent Information and submit proof of their new address.
11. It should be noted that all student absences, whether they are classified excused or unexcused, make up the total student absence count. Students who accumulate more than 18 days of total absences from school have not satisfied the State of New Jersey attendance requirement for promotion to the next grade level or graduation from high school. Parents/Guardians of students who have exceeded 18 days of absences from school can arrange a meeting with the building principal to review the child’s attendance and other school records to determine whether any special consideration is warranted.

A chronic pattern of unexcused student absence may also result in student retention in grade level or student ineligibility to earn a high school diploma or participate in high school graduation. Principals will notify parents/guardians in writing when their child has accumulated four (4), eight (8), and ten (10) days of unexcused absences. It is hoped that through communicating and working together, we will be able to develop and implement effective strategies that will result in improved student attendance and academic achievement.

The Board of Education believes that the regular attendance of students in school is critical to its educational mission. Regular attendance of students in the classroom allows for continuity in the instructional process, which enables the students to complete the Core Curriculum Content Standards and District curriculum requirements. Therefore, students are expected to be present, on time and prepared for each class, each day that the District schools are open for educational purposes, unless their absence or lateness is deemed “excused” as set forth in this student code of conduct.

Students are expected to make up any work they may have missed when they are absent from school or class.

### DEFINITIONS PERTAINING TO ATTENDANCE

- “Attendance” is a student’s presence in school and in the classroom to which he or she is assigned at the times scheduled for instruction or other approved school activities.
- “Truancy” exists when a student is absent from school for all or part of the school day and the parents/guardians are unaware of the absence and have not provided the school with written verification to support the absence.
- A school day shall consist of not less than four hours of actual instruction. In order to be recorded as present for the full day, a student must be present for at least four hours during that school day.
- A student shall be considered absent from school if they participate in less than 4 instructional hours during the school day.
- When a student participates in an approved school activity such as a field trip, school related meeting, cooperative education assignment, independent study program or athletic competition, he/she may be considered to be in attendance even though he/she is not physically present in the school facility.
- “Excused absence” is a student’s absence from school for a full day or a portion of a day for a reason approved by the Board as an excused absence. Further, in order for a student’s absence to be recorded as excused, the student’s parent/guardian must submit a written reason for the absence. This written note must be submitted to the school’s attendance clerk within five (5) days of the student’s return to school.

# **ATTENDANCE REGULATIONS**

## **EXCUSED/UNEXCUSED ABSENCES**

Absences from school, including absence for any portion of the day, shall be considered excused under the following conditions:

- Student illness (physician's note will be required for continuous absences that exceed 3 consecutive days and will also be required for students who have been absent because of contagious or infectious diseases or conditions as designated by the New Jersey State Department of Health);
- Student recovery from an accident (as supported by a physician's note);
- Requirements of a student's individual health care plan;
- A death in the student's immediate family
- Quarantine; (Physician's Note to return to school)
- Observance of the student's religion on a day approved for that purpose by the State Board of Education. This specific information may be found on the New Jersey Board of Education website;
- The student's suspension from school (excluding a bus suspension);
- Requirements of the student's Individualized Education Program (IEP);
- Alternate short or long-term accommodations for students with disabilities;
- The student's required attendance in court (copies of court papers should be submitted);
- Interviews with an admissions officer of an educational institution or other education opportunities such as college visitations (limit of three);
- Necessary and unavoidable medical or dental appointments that cannot be scheduled at a time other than the school day;
- Participation in New Jersey "Take Your Child To Work Day";
- Such other cause, that in the judgment of the building principal, constitutes a good and sufficient cause for absence from school

"Unexcused absence" is a student's absence for all or part of a school day for any reason which does not fall into one of the Board approved categories of excused absences.

Examples of student unexcused absences include, but are not limited to the following:

- Family travel or vacations;
- Performance of household or babysitting duties; and
- Other daytime activities unrelated to the school program.

## **ABSENCES REQUEST FOR EXTENDED STUDENT ABSENCES BEYOND TEN CONSECUTIVE SCHOOL DAYS**

The District recognizes the need for some parents to request that a child be absent from school for an extended period of time. All such requests should be made in writing and addressed to the building principal.

When the request results in the child missing school for ten or more consecutive days of school, the District requires that the parent/guardian sign the student out of school and then re-register the student upon their return to the District.

## **POSSIBLE CONSEQUENCES FOR A STUDENT WHO REGULARLY MISSES SCHOOL**

- Denial of participation in co-curricular activities and extracurricular activities
- Negative impact on student grades
- After school detention
- In-school suspension
- Loss of course credit (high school only)
- Referral to Intervention & Referral Services (I&RS)



# ATTENDANCE REGULATIONS

- Referral to the County Family Crisis Intervention Unit
- Family referral to the Division of Child Protection and Permanency (DCP&P)
- Retention in grade level
- Failure to satisfy grade promotion or graduation requirements
- Referral for outside interventions through the local courts
- Referral for alternative school placement or other alternative education programs outside of the public school

It is important to remember that parents/guardians should submit a note or medical documentation explaining each student's absence. Such notes must be submitted within five (5) days of the student's return to school in order to consider the period of absence as excused.

It is also important to note that absences that occurred for reasons not included in the Attendance Policy or absences which are not accompanied with a written explanation within (5) days for an excuse will result in the student absence being recorded as unexcused. Students who accumulate ten (10) unexcused absences or who show a pattern of truancy will be referred to the Family Crisis Intervention Unit. Additional unexcused absences for truancy will result in referral to the Franklin Township Municipal Court.

## STUDENTS REPORTING LATE TO SCHOOL OR REQUESTING TO LEAVE SCHOOL EARLY

It is imperative for students to be on time at the beginning of the school day. Student attendance is recorded during this time.

Schools are required to admit students to school regardless of the time they arrive. However, students who arrive late to school must report first to the appropriate administrative office to be recorded and to obtain a pass before being admitted to any class. At the elementary school level, grades K – 4, it is appropriate for a parent/guardian to sign the late student into school with the attendance clerk.

Excessive unexcused lateness to school or class will result in the appropriate level of school discipline. (Refer to page 58 of the Discipline Matrix).

The District recognizes that from time to time compelling circumstances will necessitate that a student arrives late to school or be dismissed before the end of the school day.

The following are acceptable reasons for a late arrival or early dismissal:

- Medical or dental appointments which cannot be scheduled outside of school hours;
- Requirements of a student's individual health care plan;
- Requirements of the student's Individual Education Program (IEP);
- Alternate short or long-term accommodations for students with disabilities
- Medical disability;
- Motor vehicle driver's test;
- Interviews with an admissions officer of an educational institution or other education opportunities such a college visitations (limit of three);
- Family emergency;
- Court appearance;

**Students are expected to make up any work they may have missed when they are absent from school or class.**

**Note: If you know that your child will be absent from school, you should call the school to verify the absence.**



# USE OF TECHNOLOGY

## GUIDELINES FOR THE USE FOR THE USE OF TECHNOLOGY

The increasing availability of technology creates both opportunities and risks for students. Since the potential for harm from the misuse of technology is significant, the Franklin Township School District has established guidelines by which students can use technology in a legal, safe, productive, and ethical manner. All use of technology under these guidelines is for legitimate educational purposes under the guidance or direction of school staff. These guidelines cover the use of including and not limited to, computers, scanners, digital cameras, video projectors, video cameras, cell phones, Smart Phones, Handheld games, Nextel devices, PDA devices, and wireless email devices define the acceptable use of such technology by students. The following conduct is prohibited while using the school system network, accessing the school system network from home, or while involved in situations in which this Code has jurisdiction.

Students shall not:

- utilize the School District computer network for any illegal activity, including, but not limited to, gaining or attempting to gain unauthorized resources, files, or devices on the network;
- access “social networking sites” or “chat lines” or enter “chat rooms” that are not part of a class activity under the supervision of a teacher or other school personnel;
- access or link to websites that contain material deemed vulgar, offensive, or otherwise inappropriate, including, but not limited to, websites promoting hatred, racial/religious/sexual discrimination, use of illegal drugs/alcohol/tobacco, gaming or gambling, criminal activities, or computer/network hacking;
- utilize the network for commercial purposes or display any logo of any commercial entity not directly related to the Franklin Township School District;
- post, use, or download any files which cause congestion or impede network operations;
- trespass in or vandalize another’s files, folders, data, or work;
- post anonymous messages or in any way misrepresent one’s own identity;
- use an account password of another user;
- use abusive or otherwise objectionable language in any message;
- use email or text messaging or web postings on social networking sites to promote the annoyance, harassment, or attack of others.

## PORTABLE COMMUNICATION DEVICES

It is not a violation of State law or of the Student Code of Conduct for a student to be in possession of a portable communication device including and not limited to iPad, tablets, Smartwatches, or Smartphone. However, it is a violation of the Student Code of Conduct to use such devices in a manner that will disrupt the school environment. All portable communication devices must be turned off while students are in school or participating in school-related activities during the regular school day, whether students are in class or not. If parents/guardians have an urgent need to get in touch with their children during the school day, they should call the main office of their child’s school. The main office staff will contact the child. Students who use these devices during the school day will be treated as any other student who disrupts class. If the portable communication device continues to be a disruption, it is subject to confiscation and given to the school administration until the student’s parent/guardian comes to the school to retrieve it. *The District recognizes that there are students with either an I.E.P. or with 504 accommodations that permit the student to use portable electronic communication devices. For those students such items will only be confiscated when it is not a violation of the I.E.P. or 504 accommodations.*

Board [Policy 5516 Use of Electronic Communications and Recording Devices](#) prohibits having a video or audio recording taken of any student(s) or school staff member(s) for any purpose without the consent of the student, the student’s parent, and/or the school staff member.

The Board of Education’s [Policy 2361 Acceptable Use or Computer Networks/Computers and Resources](#) and its accompanying [Regulation R2361](#) provide information on the use of district technology and on Internet Safety. Internet Safety information is reviewed at a public hearing during the School Safety Data Reporting System presentation twice a year.

*Note: The FTSD is NOT responsible for the personal electronic devices of a student. Students who bring these devices are responsible for keeping them safe and secure*

# **ELECTRONIC COMMUNICATION BY DISTRICT STAFF**

## **POLICY 3283 - ELECTRONIC COMMUNICATIONS BETWEEN TEACHING STAFF MEMBERS AND STUDENTS**

The Board of Education recognizes electronic communications and the use of social media outlets create new options for extending and enhancing the educational program of the school district. Electronic communications and the use of social media can help students and teaching staff members communicate regarding: questions during non-school hours regarding homework or other assignments; scheduling issues for school-related co-curricular and interscholastic athletic activities; school work to be completed during a student's extended absence; distance learning opportunities; and other professional communications that can enhance teaching and learning opportunities between teaching staff members and students. However, the Board of Education recognizes teaching staff members can be vulnerable in electronic communications with students.

In accordance with the provisions of N.J.S.A. 18A:36-40, the Board of Education adopts this Policy to provide guidance and direction to teaching staff members to prevent improper electronic communications between teaching staff members and students.

The Commissioner of Education and arbitrators, appointed by the Commissioner, have determined inappropriate conduct may determine a teaching staff member unfit to discharge the duties and functions of their position. Improper electronic communications by teaching staff members may be determined to be inappropriate conduct.

For the purposes of this Policy, "electronic communication" means a communication transmitted by means of an electronic device including, but not limited to, a telephone, cellular telephone, computer, computer network, personal data assistant, or pager. "Electronic communications" include, but are not limited to, e-mails, text messages, instant messages, and communications made by means of an Internet website, including social media and social networking websites.

For the purposes of this Policy, "professional responsibility" means a teaching staff member's responsibilities regarding co-curricular, athletic coaching, and any other instructional or non-instructional responsibilities assigned to the teaching staff member by the administration or Board of Education.

For the purposes of this Policy, "improper electronic communications" means an electronic communication between a teaching staff member and any student of the school district when:

1. The content of the communication is inappropriate as defined in this Policy; and/or
2. The manner in which the electronic communication is made is not in accordance with acceptable protocols for electronic communications between a teaching staff member and a student as defined in this Policy.

Inappropriate content of an electronic communication between a teaching staff member and a student includes, but is not limited to:

1. Communications of a sexual nature, sexually oriented humor or language, sexual advances, or content with a sexual overtone;
2. Communications involving the use, encouraging the use, or promoting or advocating the use of alcohol or tobacco, the illegal use of prescription drugs or controlled dangerous substances, illegal gambling, or other illegal activities;
3. Communications regarding the teaching staff members or student's past or current romantic relationships;
4. Communications which include the use of profanities, obscene language, lewd comments, or pornography;
5. Communications that are harassing, intimidating, or bullying;
6. Communications requesting or trying to establish a personal relationship with a student beyond the teaching staff member's professional responsibilities;

# **ELECTRONIC COMMUNICATION BY DISTRICT STAFF**

## **POLICY 3283 - ELECTRONIC COMMUNICATIONS BETWEEN TEACHING STAFF MEMBERS AND STUDENTS**

7. Communications related to personal or confidential information regarding another school staff member or student; and
8. Communications between the teaching staff member and a student that the Commissioner of Education or an arbitrator would determine to be inappropriate in determining the teaching staff member is unfit to discharge the duties and functions of their position.

The following acceptable protocols for all electronic communications between a teaching staff member and a student shall be followed:

1. Email Electronic Communications Between a Teaching Staff Member and a Student
  - a. All e-mails between a teaching staff member and a student must be sent or received through the school district's email system. The content of all e-mails between a teaching staff member and a student shall be limited to the staff member's professional responsibilities regarding the student.
  - b. A teaching staff member shall not provide their personal email address to any student. If a student sends an email to a teaching staff member's personal email address, the staff member shall respond to the email through the school district email system and inform the student his/her personal email address shall not be used for any electronic communication between the teaching staff member and the student.
  - c. A teaching staff member's school district email account is subject to review by authorized school district officials. Therefore, a teaching staff member shall have no expectation of privacy on the school district's email system.
2. Cellular Telephone Electronic Communications Between a Teaching Staff Member and a Student
  - a. Communications between a teaching staff member and a student via a personal cellular telephone shall be prohibited.
    - (1) However, a teaching staff member may, with prior approval of the Principal or designee, communicate with a student using their personal cellular telephone if the need to communicate is directly related to the teaching staff member's professional responsibilities for a specific purpose such as a field trip, athletic event, co-curricular activity, etc. Any such approval for cellular telephone communications shall not extend beyond the specific field trip, athletic event, co-curricular activity, etc. approved by the Principal or designee.
3. Text Messaging Electronic Communications Between Teaching Staff Members and Students
  - a. Text messaging communications between a teaching staff member and an individual student are prohibited.
    - (1) However, a teaching staff member may, with prior approval of the Principal or designee, text message students provided the need to text message is directly related to the teaching staff member's professional responsibilities with a class or co-curricular activity. Any such text message must be sent to every student in the class or every member of the co-curricular activity. Any such approval for text messaging shall not extend beyond the class or activity approved by the Principal or designee.
4. Social Networking Websites and other Internet-Based Social Media Electronic Communications Between Teaching Staff Members and a Student

# **ELECTRONIC COMMUNICATION BY DISTRICT STAFF**

## **POLICY 3283 - ELECTRONIC COMMUNICATIONS BETWEEN TEACHING STAFF MEMBERS AND STUDENTS**

- a. A teaching staff member is prohibited from communicating with any student through the teaching staff member's personal social networking website or other Internet-based website. Communications on personal websites are not acceptable between a teaching staff member and a student.
- b. A teaching staff member shall not accept "friend" requests from any student on their personal social networking website or other Internet-based social media website. Any communication sent by a student to a teaching staff member's personal social networking website or other Internet-based social media website shall not be responded to by the teaching staff member and shall be reported to the Principal or designee by the teaching staff member.
- c. If a teaching staff member has a student(s) as a "friend" on their personal social networking website or other Internet-based social media website they must permanently remove them from their list of contacts on Board adoption of this Policy.
- d. Communication between a teaching staff member and a student through social networking websites or other Internet-based social media websites is only permitted provided the website has been approved by the Principal or designee and all communications or publications using such websites are available to: every student in the class; every member of the co-curricular activity and their parents; and the Principal or designee.

### **REPORTING RESPONSIBILITIES**

In the event a student sends an improper electronic communication, as defined in this Policy, to a teaching staff member, the teaching staff member shall report the improper communication to the Principal or designee by the next school day. The Principal or designee will take appropriate action to have the student discontinue such improper electronic communications. Improper electronic communications by a teaching staff member or a student may result in appropriate disciplinary action.

A teaching staff member and student may be exempt from the provisions outlined in this Policy if a teaching staff member and student are relatives. The teaching staff member and the student's parent shall submit notification to the Principal of the student's school of their family relationship and their exemption from the provisions outlined in this Policy.

The provisions of this Policy shall be applicable at all times while the teaching staff member is employed in the school district and at all times the student is enrolled in the school district, including holiday and summer breaks.

A copy of this Policy will be made available on an annual basis, to all parents, students, and school employees either electronically or in school handbooks.

N.J.S.A. 18A:36-40

Adopted: 24 August 2017

# **ELECTRONIC COMMUNICATION BY DISTRICT STAFF**

## **POLICY 4283 - ELECTRONIC COMMUNICATIONS BETWEEN SUPPORT STAFF MEMBERS AND STUDENTS**

In accordance with the provisions of N.J.S.A. 18A:36-40, the Board of Education adopts this Policy to provide guidance and direction to support staff members to prevent improper electronic communications between support staff members and students. The Board of Education recognizes support staff members can be vulnerable in electronic communications with students.

The Board prohibits all electronic communications between a support staff member and a student. However, based on a support staff member's professional responsibilities electronic communications between a support staff member and a student may be permitted with written approval of the Superintendent or designee. The approval is only for the school year in which the approval is granted. If the Superintendent or designee approves electronic communications between a support staff member and a student, the support staff member shall be required to comply with all the provisions of this Policy.

The Commissioner of Education has determined inappropriate conduct may determine a school staff member unfit to discharge the duties and functions of their position. Improper electronic communications by school staff members may be determined to be inappropriate conduct.

For the purposes of this Policy, "electronic communication" means a communication transmitted by means of an electronic device including, but not limited to, a telephone, cellular telephone, computer, computer network, personal data assistant, or pager. "Electronic communications" include, but are not limited to, e-mails, text messages, instant messages, and communications made by means of an Internet website, including social media and social networking websites.

For the purposes of this Policy, "professional responsibility" means a support staff member's responsibilities assigned to the support staff member by the administration or Board of Education.

For the purposes of this Policy, "improper electronic communications" means an electronic communication between a support staff member and any student of the school district when:

1. The content of the communication is inappropriate as defined in this Policy; and/or
2. The manner in which the electronic communication is made is not in accordance with acceptable protocols for electronic communications between a support staff member and a student as defined in this Policy.

Inappropriate content of an electronic communication between a support staff member, who has been approved by the Superintendent or designee to have electronic communications, and a student includes, but is not limited to:

1. Communications of a sexual nature, sexually oriented humor or language, sexual advances, or content with a sexual overtone;
2. Communications involving the use, encouraging the use, or promoting or advocating the use of alcohol or tobacco, the illegal use of prescription drugs or controlled dangerous substances, illegal gambling, or other illegal activities;
3. Communications regarding the support staff member's or student's past or current romantic relationships;
4. Communications which include the use of profanities, obscene language, lewd comments, or pornography;
5. Communications that are harassing, intimidating, or bullying;
6. Communications requesting or trying to establish a personal relationship with a student beyond the support staff member's professional responsibilities;
7. Communications related to personal or confidential information regarding another school staff member or student; and

# **ELECTRONIC COMMUNICATION BY DISTRICT STAFF**

## **POLICY 4283 - ELECTRONIC COMMUNICATIONS BETWEEN SUPPORT STAFF MEMBERS AND STUDENTS**

8. Communications between the support staff member and a student that the Commissioner of Education would determine to be inappropriate in determining the support staff member is unfit to discharge the duties and functions of their position.

The following acceptable protocols for all electronic communications between a support staff member, who has been approved by the Superintendent or designee to have electronic communications, and a student shall be followed:

### **1. Email Electronic Communications Between a Support Staff Member and a Student**

- a. All e-mails between a support staff member and a student must be sent or received through the school district's email system. The content of all e-mails between a support staff member and a student shall be limited to the staff member's professional responsibilities regarding the student.
- b. A support staff member shall not provide their personal email address to any student. If a student sends an email to a support staff member's personal email address, the staff member shall respond to the email through the school district email system and inform the student his/her personal email address shall not be used for any electronic communication between the support staff member and the student.
- c. A support staff member's school district email account is subject to review by authorized school district officials. Therefore, a support staff member shall have no expectation of privacy on the school district's email system.

### **2. Cellular Telephone Electronic Communications Between a Support Staff Member and a Student**

- a. Communications between a support staff member and a student via a personal cellular
  - (1) However, a support staff member may, with prior approval of the Principal or designee, communicate with a student using their personal cellular telephone if the need to communicate is directly related to the support staff member's professional responsibilities for a specific purpose such as a field trip, athletic event, co-curricular activity, etc. Any such approval for cellular telephone communications shall not extend beyond the specific field trip, athletic event, co-curricular activity, etc. approved by the Principal or designee.

### **3. Text Messaging Electronic Communications Between Support Staff Members and Students**

- a. Text messaging communications between a support staff member and an individual student are prohibited.
  - (1) However, a support staff member may, with prior approval of the Principal or designee, text message students provided the need to text message is directly related to the support staff member's professional responsibilities regarding the student. Any such text message must be sent to every student in the class or every member of the co-curricular activity. Any such approval for text messaging shall not extend beyond the activity approved by the Principal or designee.

### **4. Social Networking Websites and other Internet-Based Social Media Electronic Communications Between Support Staff Members and a Student**

- a. A support staff member is prohibited from communicating with any student through the support staff member's personal social networking website or other Internet-based website. Communications on personal websites are not acceptable between a support staff member and a student.
- b. A support staff member shall not accept "friend" requests from any student on their personal social networking website or other Internet-based social media website. Any communication sent by a student to a support staff member's personal social networking website or other Internet-based social media website shall



# **ELECTRONIC COMMUNICATION BY DISTRICT STAFF**

## **POLICY 4283 - ELECTRONIC COMMUNICATIONS BETWEEN SUPPORT STAFF MEMBERS AND STUDENTS**

not be responded to by the support staff member and shall be reported to the Principal or designee by the support staff member.

c. If a support staff member has a student(s) as a “friend” on their personal social networking website or other Internet-based social media website they must permanently remove them from their list of contacts on Board adoption of this Policy.

d. Communication between a support staff member and a student through social networking websites or other Internet-based social media websites is only permitted provided the website has been approved by the Principal or designee and all communications or publications using such websites are available to: every student in the class; every member of the co-curricular activity and their parents; and the Principal or designee.

### **REPORTING RESPONSIBILITIES**

1. In the event a student sends an electronic communication to a support staff member who has not been approved by the Superintendent or designee to have electronic communications, the support staff member shall report the communication to the Principal or designee. The Principal or designee will take appropriate action to have the student discontinue such electronic communications. Electronic communications by a support staff member or a student where such communications are not approved by the Superintendent or designee may result in appropriate disciplinary action.
2. In the event a student sends an improper electronic communication, as defined in this Policy, to a support staff member who has been approved by the Superintendent or designee to receive electronic communications, the support staff member shall report the improper electronic communication to the Principal or designee. The Principal or designee will take appropriate action to have the student discontinue such improper electronic communications. Improper electronic communications by a support staff member or a student may result in appropriate disciplinary action.

A support staff member and student may be exempt from the provisions outlined in this Policy if a support staff member and student are relatives. The support staff member and the student’s parent shall submit notification to the Principal of the student’s school of their family relationship and their exemption from the provisions outlined in this Policy.

The provisions of this Policy shall be applicable at all times while the support staff member is employed in the school district and at all times the student is enrolled in the school district, including holiday and summer breaks.

A copy of this Policy will be made available on an annual basis, to all parents, students, and school employees either electronically or in school handbooks.

N.J.S.A. 18A:36-40

Adopted: 24 August 2017

## **Policy 5512 HARASSMENT, INTIMIDATION, AND BULLYING**

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## A. Policy Statement

The Board of Education prohibits acts of harassment, intimidation, or bullying of a student. A safe and civil environment in school is necessary for students to learn and achieve high academic standards. Harassment, intimidation, or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe and disciplined environment. Harassment, intimidation, or bullying is unwanted, aggressive behavior that may involve a real or perceived power imbalance. Since students learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation, or bullying.

For the purposes of this Policy, the term "parent," pursuant to N.J.A.C. 6A:16-1.3, means the natural parent(s) or adoptive parent(s), legal guardian(s), foster parent(s), or parent surrogate(s) of a student. When parents are separated or divorced, "parent" means the person or agency which has legal custody of the student, as well as the natural or adoptive parent(s) of the student, provided parental rights have not been terminated by a court of appropriate jurisdiction.

## B. Harassment, Intimidation, and Bullying Definition

"Harassment, intimidation, or bullying" means any gesture, any written, verbal or physical act, or any electronic communication, as defined in N.J.S.A. 18A:37-14, whether it be a single incident or a series of incidents that:

1. Is reasonably perceived as being motivated by either any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic;
2. Takes place on school property, at any school-sponsored function, on a school bus, or off school grounds, as provided for in N.J.S.A. 18A:37-15.3;
3. Substantially disrupts or interferes with the orderly operation of the school or the rights of other students; and that
  - a. A reasonable person should know, under the circumstances, that the act(s) will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to their person or damage to their property; or
  - b. Has the effect of insulting or demeaning any student or group of students; or
  - c. Creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student.

Schools are required to address harassment, intimidation, and bullying occurring off school grounds, when there is a nexus between the harassment, intimidation, and bullying and the school (e.g., the harassment, intimidation, or bullying substantially disrupts or interferes with the orderly operation of the school or the rights of other students).

"Electronic communication" means a communication transmitted by means of an electronic device, including, but not limited to: a telephone, cellular phone, computer, or pager.

## C. Student Expectations

The Board expects students to conduct themselves in keeping with their levels of development, maturity and demonstrated capabilities with proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities and the care of school facilities and equipment consistent with the Code of Student Conduct.

The Board believes that standards for student behavior must be set cooperatively through interaction among the students, parents, school employees, school administrators, school volunteers, and community representatives, producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for school district and community property on the part of students, staff, and community members.

Students are expected to behave in a way that creates a supportive learning environment. The Board believes the best discipline is self-imposed, and it is the responsibility of staff to use instances of violations of the Code of Student Conduct as opportunities to help students learn to assume and accept responsibility for their behavior and the consequences of their behavior. Staff members who interact with students shall apply best practices designed to prevent student conduct problems and foster students' abilities to grow in self-discipline.

The Board expects that students will act in accordance with the student behavioral expectations and standards regarding harassment, intimidation, and bullying, including:

1. Student responsibilities (e.g., requirements for students to conform to reasonable standards of socially accepted behavior; respect the person, property and rights of others; obey constituted authority; and respond to those who hold that authority);
2. Appropriate recognition for positive reinforcement for good conduct, self-discipline, and good citizenship;
3. Student rights; and
4. Sanctions and due process for violations of the Code of Student Conduct.

Pursuant to N.J.S.A. 18A:37-15(a) and N.J.A.C. 6A:16-7.1(a)1, the district has involved a broad-base of school and community members, including parents, students, instructional staff, student support services staff, school administrators, and school volunteers, as well as community organizations, such as faith-based, health and human service, business and law enforcement, in the development of this Policy. Based on locally determined and accepted core ethical values adopted by the Board, pursuant to N.J.A.C. 6A:16-7.1(a)2, the Board must develop guidelines for student conduct pursuant to N.J.A.C. 6A:16-7.1. These guidelines for student conduct will take into consideration the developmental ages of students, the severity of the offenses and students' histories of inappropriate behaviors, and the mission and physical facilities of the individual school(s) in the district. This Policy requires all students in the district to adhere to the rules established by the school district and to submit to the remedial and consequential measures that are appropriately assigned for infractions of these rules.

Pursuant to N.J.A.C. 6A:16-7.1, the Superintendent must annually provide to students and their parents the rules of the district regarding student conduct. Provisions shall be made for informing parents whose primary language is other than English.

The district prohibits active or passive support for acts of harassment, intimidation, or bullying. Students are encouraged to support other students who:

1. Show disdain for acts of harassment, intimidation, and bullying when they see them;
2. Constructively attempt to stop acts of harassment, intimidation, or bullying;
3. Provide support to students who have been subjected to harassment, intimidation, or bullying; and
4. Report acts of harassment, intimidation, and bullying to the designated school staff member.

#### D. Consequences and Appropriate Remedial Actions

The Board of Education requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for students who commit one or more acts of harassment, intimidation, or bullying, consistent with the Code of Student Conduct. The following factors, at a minimum, shall be given full consideration by school administrators in the implementation of appropriate consequences and remedial measures for each act of harassment, intimidation, or bullying by students.

##### Consequences – Students

Consequences for a student who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion of students, as set forth in the Board's approved Code of Student Conduct pursuant to N.J.A.C. 6A:16-7.1. Consequences for a student who commits an act of harassment, intimidation, or bullying are those that are varied and graded according to the nature of the behavior; the nature of the student's disability, if any, and to the extent relevant; the developmental age of the student; and the student's history of problem behaviors and performance consistent with the Board's approved Code of Student Conduct and N.J.A.C. 6A:16-7, Student Conduct. The use of negative consequences should occur in conjunction with remediation and not be relied upon as the sole intervention approach.

##### Factors for Determining Consequences – Student Considerations

1. Age, developmental and maturity levels of the parties involved and their relationship to the school district;
2. Degrees of harm;
3. Surrounding circumstances;
4. Nature and severity of the behavior(s);
5. Incidences of past or continuing patterns of behavior;
6. Relationships between the parties involved; and
7. Context in which the alleged incidents occurred.

##### Factors for Determining Consequences – School Considerations

1. School culture, climate, and general staff management of the learning environment;
2. Social, emotional, and behavioral supports;
3. Student-staff relationships and staff behavior toward the student;
4. Family, community, and neighborhood situation; and
5. Alignment with Board policy and regulations/procedures.

## Examples of Consequences

1. Admonishment;
2. Temporary removal from the classroom;
3. Deprivation of privileges;
4. Classroom or administrative detention;
5. Referral to disciplinarian;
6. In-school suspension;
7. Out-of-school suspension (short-term or long-term);
8. Reports to law enforcement or other legal action; or
9. Expulsion.

In accordance with N.J.S.A. 18A:37-15.b.(4), the consequences for a student who commits an act of harassment, intimidation, or bullying may vary depending on whether it is the first act of harassment, intimidation, or bullying by a student, the second act, or third or subsequent acts. If it is the third or subsequent act of harassment, intimidation, or bullying by a student, the Principal, in consultation with appropriate school staff, shall develop an individual student intervention plan which shall be approved by the Superintendent or designee, and may require the student, accompanied by a parent, to complete in a satisfactory manner a class or training program to reduce harassment, intimidation, or bullying behavior.

## Appropriate Remedial Actions – Students

Appropriate remedial action for a student who commits an act of harassment, intimidation, or bullying that takes into account the nature of the behavior; the nature of the student's disability, if any, and to the extent relevant; the developmental age of the student; and the student's history of problem behaviors and performance. The appropriate remedial action may also include a behavioral assessment or evaluation including, but not limited to, a referral to the Child Study Team as appropriate; and supportive interventions and referral services, including those at N.J.A.C. 6A:16-8.

## Factors for Determining Remedial Measures

### Personal

1. Life skill deficiencies;
2. Social relationships;
3. Strengths;
4. Talents;
5. Interests;
6. Hobbies;
7. Extra-curricular activities;
8. Classroom participation;
9. Academic performance; and
10. Relationship to students and the school district.

## Environmental

1. School culture;
2. School climate;
3. Student-staff relationships and staff behavior toward the student;
4. General staff management of classrooms or other educational environments;
5. Staff ability to prevent and manage difficult or inflammatory situations;
6. Social-emotional and behavioral supports;
7. Social relationships;
8. Community activities;
9. Neighborhood situation; and
10. Family situation.

Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim of the act, and take corrective action for documented systemic problems related to harassment, intimidation, or bullying.

Consequences for acts of harassment, intimidation or bullying are identified in the Code of Student Conduct and range from the minimum level of a conference to a level five offense which allows for the expulsion of the student

The following remedial measures may be considered for the student exhibiting bullying behavior: counseling; restitution and restoration; mediation; behavioral assessment or evaluation, including, but not limited to, a referral to the child study team as appropriate; and/or the development of a behavioral management plan.

### Consequences and Appropriate Remedial Actions – Adults

The district will also impose appropriate consequences and remedial actions to an adult who commits an act of harassment, intimidation, or bullying of a student. Consequences and appropriate remedial actions for any staff member who commits an act of harassment, intimidation or bullying may range from behavioral interventions up to disciplinary charges that could result in suspension or termination.

### Target/Victim Support

Districts should identify a range of strategies and resources that will be available to individual victims of harassment, intimidation, and bullying, and respond in a manner that provides relief to victims and does not stigmatize victims or further their sense of persecution. The type, diversity, location, and degree of support are directly related to the student's perception of safety.

Sufficient safety measures should be undertaken to ensure the victims' physical and social-emotional well-being and their ability to learn in a safe, supportive, and civil educational environment.

Examples of support for student victims of harassment, intimidation, and bullying include:

1. Teacher aides;
2. Hallway and playground monitors;
3. Partnering with a school leader;
4. Provision of an adult mentor;
5. Assignment of an adult "shadow" to help protect the student;
6. Seating changes;

7. Schedule changes;
8. School transfers;
9. Before- and after-school supervision;
10. School transportation supervision;
11. Counseling; and
12. Treatment or therapy

E. Harassment, Intimidation, and Bullying Reporting Procedure

The Board of Education requires the Principal at each school to be responsible for receiving complaints alleging violations of this Policy. All Board members, school employees, and volunteers and contracted service providers who have contact with students are required to verbally report alleged violations of this Policy to the Principal or the Principal's designee on the same day when the individual witnessed or received reliable information regarding any such incident. All Board members, school employees, and volunteers and contracted service providers who have contact with students, also shall submit a report in writing to the Principal within two school days of the verbal report. The written report shall be on a numbered form developed by the New Jersey Department of Education in accordance with N.J.S.A. 18A:37-15.b.(5). A copy of the form shall be submitted promptly by the Principal to the Superintendent.

The Principal or designee will inform the parents of all students involved in alleged incidents, and, as appropriate, may discuss the availability of counseling and other intervention services. The Principal or designee shall keep a written record of the date, time, and manner of notification to the parents. The Principal or designee shall take into account the circumstances of the incident when providing notification to parents of all students involved in the reported harassment, intimidation, or bullying incident and when conveying the nature of the incident, including the actual or perceived protected category motivating the alleged offense. The Principal, upon receiving a verbal or written report, may take interim measures to ensure the safety, health, and welfare of all parties pending the findings of the investigation.

Students, parents, and visitors are encouraged to report alleged violations of this Policy to the Principal on the same day when the individual witnessed or received reliable information regarding any such incident.

A person may report, verbally or in writing, an act of harassment, intimidation, or bullying committed by an adult or youth against a student anonymously. The Board will not take formal disciplinary action based solely on the anonymous report. The district shall provide a means for a parent to complete an online numbered form developed by the New Jersey Department of Education to confidentially report an incident of harassment, intimidation, or bullying.

A Board member or school employee who promptly reports an incident of harassment, intimidation, or bullying and who makes this report in compliance with the procedures set forth in this Policy, is immune from a cause of action for damages arising from any failure to remedy the reported incident.

In accordance with the provisions of N.J.S.A. 18A:37-18, the harassment, intimidation, and bullying law does not prevent a victim from seeking redress under any other available law, either civil or criminal, nor does it create or alter any tort liability.

The district may consider every mechanism available to simplify reporting, including standard reporting forms and/or web-based reporting mechanisms. For anonymous reporting, the district encourages the use of its web-based reporting mechanism.

A school administrator who receives a report of harassment, intimidation, and bullying from a district employee, and fails to initiate or conduct an investigation, or who should have known of an incident of harassment, intimidation, or bullying and fails to take sufficient action to minimize or eliminate the harassment, intimidation, or bullying, may be subject to disciplinary action.

F Anti-Bullying Coordinator, Anti-Bullying Specialist, and School Safety/School Climate Team(s)

1. The Superintendent shall appoint a district Anti-Bullying Coordinator. The Superintendent shall make every effort to appoint an employee of the school district to this position.

The district Anti-Bullying Coordinator shall:

- a. Be responsible for coordinating and strengthening the school district's policies to prevent, identify, and address harassment, intimidation, or bullying of students;
  - b. Collaborate with school Anti-Bullying Specialists in the district, the Board of Education, and the Superintendent to prevent, identify, and respond to harassment, intimidation, or bullying of students in the district;
  - c. Provide data, in collaboration with the Superintendent, to the Department of Education regarding harassment, intimidation, or bullying of students;
  - d. Execute such other duties related to school harassment, intimidation, or bullying as requested by the Superintendent; and
  - e. Meet at least twice a school year with the school Anti-Bullying Specialist(s) to discuss and strengthen procedures and policies to prevent, identify, and address harassment, intimidation, and bullying in the district.
2. The Principal in each school shall appoint a school Anti-Bullying Specialist. The Anti-Bullying Specialist shall be a guidance counselor, school psychologist, or other certified staff member trained to be the Anti-Bullying Specialist from among the currently employed staff in the school.

The school Anti-Bullying Specialist shall:

- a. Chair the School Safety/School Climate Team as provided in N.J.S.A. 18A:37-21;
  - b. Lead the investigation of incidents of harassment, intimidation, or bullying in the school; and
  - c. Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, or bullying in the school.
3. A School Safety/School Climate Team shall be formed in each school in the district to develop, foster, and maintain a positive school climate by focusing on the on-going systemic operational procedures and educational practices in the school, and to address issues such as harassment, intimidation, or bullying that affect school climate and culture. Each School Safety/School Climate Team shall meet, at a minimum, two times per school year. The School Safety/School Climate Team shall consist of the Principal or the Principal's designee who, if possible, shall be a senior administrator in the school and the following appointees of the Principal: a teacher in the school; a school Anti-Bullying Specialist; a parent of a student in the school; and other members to be determined by the



Principal. The school Anti-Bullying Specialist shall serve as the chair of the School Safety/School Climate Team.

The School Safety/School Climate Team shall:

- a. Receive records of all complaints of harassment, intimidation, or bullying of students that have been reported to the Principal;
- b. Receive copies of all reports prepared after an investigation of an incident of harassment, intimidation, or bullying;
- c. Identify and address patterns of harassment, intimidation, or bullying of students in the school;
- d. Review and strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation, or bullying of students;
- e. Educate the community, including students, teachers, administrative staff, and parents, to prevent and address harassment, intimidation, or bullying of students;
- f. Participate in the training required pursuant to the provisions of N.J.S.A. 18A:37-13 et seq. and other training which the Principal or the district Anti-Bullying Coordinator may request. The School Safety/School Climate Team shall be provided professional development opportunities that may address effective practices of successful school climate programs or approaches; and
- g. Execute such other duties related to harassment, intimidation, or bullying as requested by the Principal or district Anti-Bullying Coordinator.

Notwithstanding any provision of N.J.S.A. 18A:37-21 to the contrary, a parent who is a member of the School Safety/School Climate Team shall not participate in the activities of the team set forth in 3. a., b., or c. above or any other activities of the team which may compromise the confidentiality of a student, consistent with, at a minimum, the requirements of the Family Educational Rights and Privacy Act (20 U.S.C. Section 1232 and 34 CFR Part 99), N.J.A.C. 6A:32-7, Student Records and N.J.A.C. 6A:14-2.9, Student Records.

#### G. Harassment, Intimidation, and Bullying Investigation

The Board requires a thorough and complete investigation to be conducted for each report of violations and complaints which either identify harassment, intimidation, or bullying or describe behaviors that indicate harassment, intimidation, or bullying.

##### Principal's Preliminary Determination

However, prior to initiating the investigation, the Principal or designee, in consultation with the Anti-Bullying Specialist, may make a preliminary determination as to whether the reported incident or complaint, assuming all facts presented are true, is a report within the scope of the definition of harassment, intimidation, and bullying under the Anti-Bullying Bill of Rights Act, N.J.S.A. 18A:37-14.

The Principal shall report to the Superintendent if a preliminary determination is made that the reported incident or complaint is a report outside the scope of the definition of harassment, intimidation, or bullying. The Superintendent may require the Principal to conduct an investigation of the incident if the Superintendent determines that an investigation is necessary because the incident is within the scope of the definition of harassment, intimidation, and



bullying. The Superintendent shall notify the Principal of this determination in writing. An investigation required by the Superintendent must be completed as soon as possible, but not later than ten school days, from the date of the written notification from the Superintendent to the Principal.

The Principal shall complete the written report form developed by the New Jersey Department of Education, in accordance with N.J.S.A. 18A:37-15.b.(5), even if a preliminary determination is made that the reported incident or complaint is a report outside the scope of the definition of harassment, intimidation, or bullying pursuant to N.J.S.A. 18A:37-14. This written report form shall be kept on file at the school, but shall not be included in any student record unless the incident results in disciplinary action or is otherwise required to be contained in a student's record under State or Federal law.

The Principal or designee, upon making a preliminary determination the incident or complaint is not within the scope of the definition of harassment, intimidation, and bullying, shall inform the parents of the parties involved, who may appeal the preliminary determination to the Board of Education and thereafter to the Commissioner of Education in accordance with N.J.A.C. 6A:3.

A Board hearing shall be held within ten business days of receipt of the request for a Board hearing. If the preliminary determination, upon review of the facts presented in the reported incident or complaint, is to continue with the harassment, intimidation, and bullying investigation, the investigation shall be completed in accordance with N.J.S.A. 18A:37-15.b.(6) and this Policy.

The Superintendent shall provide annually to the Board of Education information on the number of times a preliminary determination was made that an incident or complaint was outside the scope of the definition of harassment, intimidation, or bullying for the purposes of the State's monitoring of the school district pursuant to N.J.S.A. 18A:17-46.

The investigation shall be initiated by the Principal or the Principal's designee within one school day of the verbal report of the incident. The investigation shall be conducted by the school Anti-Bullying Specialist in coordination with the Principal. The Principal may appoint additional personnel who are not school Anti-Bullying Specialists to assist with the investigation. Investigations or complaints concerning adult conduct shall not be investigated by a member of the same bargaining unit as the individual who is the subject of the investigation. The Superintendent or designee will appoint a staff member to complete investigations involving allegations against a staff member serving in a supervisory or administrative position.

The investigation shall be completed and the written findings submitted to the Principal as soon as possible, but not later than ten school days from the date of the written report of the incident. Should information regarding the reported incident and the investigation be received after the end of the ten-day period, the school Anti-Bullying Specialist shall amend the original report of the results of the investigation to ensure there is an accurate and current record of the facts and activities concerning the reported incident.

The Principal shall proceed in accordance with the Code of Student Conduct, as appropriate, based on the investigation findings. The Principal shall submit the report to the Superintendent within two school days of the completion of the investigation and in accordance with the Administrative Procedures Act (N.J.S.A. 52:14B-1 et seq.). As appropriate to the findings from the investigation, the Superintendent shall ensure the Code of Student Conduct has been implemented and may decide to provide intervention services, order counseling as a result of the finding of the investigation, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, impose discipline, or take or recommend other appropriate action, including seeking further information, as necessary.

The Superintendent shall report the results of each investigation to the Board of Education no later than the date of the regularly scheduled Board of Education meeting following the completion of the investigation. The Superintendent's report shall include information on any consequences imposed under the Code of Student Conduct, any services provided, training established, or other action taken or recommended by the Superintendent.

Parents of involved student offenders and targets/victims shall be provided with information about the investigation, in accordance with Federal and State law and regulation. The information to be provided to parents shall include the nature of the investigation, whether the district found evidence of harassment, intimidation, or bullying, and whether consequences were imposed or services provided to address the incident of harassment, intimidation, or bullying. This information shall be provided in writing within five school days after the results of the investigation are reported to the Board of Education.

A parent may request a hearing before the Board of Education after receiving the written information about the investigation. Any request for such a hearing shall be filed with the Board Secretary no later than sixty calendar days after the written information is provided to the parents. The hearing shall be held within ten business days of the request. The Board of Education shall conduct the hearing in executive session, pursuant to the Open Public Meetings Act (N.J.S.A. 10:4-1 et seq.), to protect the confidentiality of the students. At the hearing, the Board may hear testimony from and consider information provided by the school Anti-Bullying Specialist and others, as appropriate, regarding the incident, the findings from the investigation of the incident, recommendations for consequences or services, and any programs instituted to reduce such incidents, prior to rendering a determination. A redacted copy of the completed written report form developed by the New Jersey Department of Education that removes all student identification information shall be confidentially shared with the Board of Education after the conclusion of the investigation if a hearing with the Board of Education is requested by the parents pursuant to N.J.S.A. 18A:37-15.b.(6)(d).

At the regularly scheduled Board of Education meeting following its receipt of the Superintendent's report on the results of the investigations to the Board or following a hearing in executive session, the Board shall issue a decision, in writing, to affirm, reject, or modify the Superintendent's decision. The Board's decision may be appealed to the Commissioner of Education, in accordance with N.J.A.C. 6A:3, Controversies and Disputes, no later than ninety days after issuance of the Board of Education's decision.

A parent, student, or organization may file a complaint with the Division on Civil Rights within one hundred eighty days of the occurrence of any incident of harassment, intimidation, or bullying based on membership in a protected group as enumerated in the "Law Against Discrimination," P.L.1945, c.169 (C.10:5-1 et seq.).

#### H. Range of Responses to an Incident of Harassment, Intimidation, or Bullying

The Board shall establish a range of responses to harassment, intimidation, and bullying incidents and the Principal and the Anti-Bullying Specialist shall appropriately apply these responses once an incident of harassment, intimidation, or bullying is confirmed. The Superintendent shall respond to confirmed harassment, intimidation, and bullying, according to the parameters described in this Policy. The range of ways in which school staff will respond shall include an appropriate combination of counseling, support services, intervention services, and other programs. The Board recognizes that some acts of harassment, intimidation, or bullying may be isolated incidents requiring the school officials to respond appropriately to the individual(s) committing the acts. Other acts may be so serious or part of a

larger pattern of harassment, intimidation, or bullying that they require a response either at the classroom, school building, or school district level or by law enforcement officials.

For every incident of harassment, intimidation, or bullying, the school officials must respond appropriately to the individual who committed the act. The range of responses to confirmed harassment, intimidation, or bullying acts should include individual, classroom, school, or district responses, as appropriate to the findings from each incident. Examples of responses that apply to each of these categories are provided below:

1. Individual responses can include consistent and appropriate positive behavioral interventions (e.g., peer mentoring, short-term counseling, life skills groups) intended to remediate the problem behaviors.
2. Classroom responses can include class discussions about an incident of harassment, intimidation, or bullying, role plays (when implemented with sensitivity to a student's situation or involvement with harassment, intimidation, and bullying), research projects, observing and discussing audio-visual materials on these subjects, and skill-building lessons in courtesy, tolerance, assertiveness, and conflict management.
3. School responses can include theme days, learning station programs, "acts of kindness" programs or awards, use of student survey data to plan prevention and intervention programs and activities, social norms campaigns, posters, public service announcements, "natural helper" or peer leadership programs, "upstander" programs, parent programs, the dissemination of information to students and parents explaining acceptable uses of electronic and wireless communication devices, and harassment, intimidation, and bullying prevention curricula or campaigns.
4. District-wide responses can comprise of adoption of school-wide programs, including enhancing the school climate, involving the community in policy review and development, providing professional development coordinating with community-based organizations (e.g., mental health, health services, health facilities, law enforcement, faith-based organizations), launching harassment, intimidation, and bullying prevention campaigns.

## I Reprisal or Retaliation Prohibited

The Board prohibits a Board member, school employee, contracted service provider who has contact with students, school volunteer, or student from engaging in reprisal, retaliation, or false accusation against a victim, witness, or one with reliable information, or any other person who has reliable information about an act of harassment, intimidation, or bullying or who reports an act of harassment, intimidation, or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity, and circumstances of the act, in accordance with case law, Federal and State statutes and regulations, and district policies and procedures. All suspected acts of reprisal or retaliation will be taken seriously and appropriate responses will be made in accordance with the totality of the circumstances.

Examples of consequences and remedial measures for students who engage in reprisal or retaliation are listed and described in the Consequences and Appropriate Remedial Actions section of this Policy.

Examples of consequences for a school employee or a contracted service provider who has contact with students who engage in reprisal or retaliation may include, but not be limited to: verbal or written reprimand, increment withholding, legal action, disciplinary action,

termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

Examples of consequences for a Board member who engages in reprisal or retaliation may include, but not be limited to: reprimand, legal action, and other action authorized by statute or administrative code. Remedial measures may include, but not be limited to: counseling and professional development.

#### J. Consequences and Appropriate Remedial Action for False Accusation

The Board prohibits any person from falsely accusing another as a means of retaliation or as a means of harassment, intimidation, or bullying.

1. Students - Consequences and appropriate remedial action for a student found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation may range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1 et seq., Discipline of Students and as set forth in N.J.A.C. 6A:16-7.2, Short-term Suspensions, N.J.A.C. 6A:16-7, Long-term Suspensions and N.J.A.C. 6A:16-7.5, Expulsions and those listed and described in the Consequences and Appropriate Remedial Actions section of this Policy.
2. School Employees - Consequences and appropriate remedial action for a school employee or contracted service provider who has contact with students found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could entail discipline in accordance with district policies, procedures, and agreements which may include, but not be limited to: reprimand, suspension, increment withholding, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.
3. Visitors or Volunteers - Consequences and appropriate remedial action for a visitor or volunteer found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could be determined by the school administrator after consideration of the nature, severity, and circumstances of the act, including law enforcement reports or other legal actions, removal of buildings or grounds privileges, or prohibiting contact with students or the provision of student services. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

#### K. Harassment, Intimidation, and Bullying Policy Publication and Dissemination

This Policy will be disseminated annually by the Superintendent to all school employees, contracted service providers who have contact with students, school volunteers, students, and parents who have children enrolled in a school in the district, along with a statement explaining the Policy applies to all acts of harassment, intimidation, or bullying, pursuant to N.J.S.A. 18A:37-14 that occur on school property, at school-sponsored functions, or on a school bus and, as appropriate, acts that occur off school grounds.

The Superintendent shall ensure that notice of this Policy appears in the student handbook and all other publications of the school district that set forth the comprehensive rules, procedures, and standards for schools within the school district.

The Superintendent or designee shall post a link to the district's Harassment, Intimidation, and Bullying Policy that is prominently displayed on the homepage of the school district's website. The district will notify students and parents this Harassment, Intimidation, and Bullying Policy is available on the school district's website.

The Superintendent shall post the name, school phone number, school address, and school email address of the district Anti-Bullying Coordinator on the home page of the school district's website. Each Principal shall post the name, school phone number, address, and school email address of both the Anti-Bullying Specialist and the district Anti-Bullying Coordinator on the home page of each school's website. The Superintendent or designee shall post the contact information for the New Jersey School Climate State Coordinator on the school district's and on each school's website in the same location as this Policy is posted.

The Superintendent or designee shall post on the school district's and each school's website the current version of "Guidance for Parents on the Anti-Bullying Bill of Rights Act" developed by the New Jersey Department of Education.

#### L. Harassment, Intimidation, and Bullying Training and Prevention Programs

The Superintendent and Principal(s) shall provide training on the school district's Harassment, Intimidation, and Bullying Policy to current and new school employees; including administrators, instructors, student support services, administrative/office support, transportation, food service, facilities/maintenance; contracted service providers; and volunteers who have significant contact with students; and persons contracted by the district to provide services to students. The training shall include instruction on preventing bullying on the basis of the protected categories enumerated in N.J.S.A. 18A:37-14 and other distinguishing characteristics that may incite incidents of discrimination, harassment, intimidation, or bullying.

Each public school teacher and educational services professional shall be required to complete at least two hours of instruction in harassment, intimidation, and bullying prevention within each five year professional development period as part of the professional development requirement pursuant to N.J.S.A. 18:37-22.d. The required two hours of suicide prevention instruction shall include information on the risk of suicide and incidents of harassment, intimidation, or bullying and information on reducing the risk of suicide in students who are members of communities identified as having members at high risk of suicide.

Each newly elected or appointed Board member must complete, during the first year of the member's first term, a training program on harassment, intimidation, and bullying in accordance with the provisions of N.J.S.A. 18A:12-33.

The school district shall provide time during the usual school schedule for the Anti-Bullying Coordinator and each school Anti-Bullying Specialist to participate in harassment, intimidation, and bullying training programs.

A school leader shall complete school leader training that shall include information on the prevention of harassment, intimidation, and bullying as required in N.J.S.A. 18A:26-8.2.

The school district shall annually observe a "Week of Respect" beginning with the first Monday in October. In order to recognize the importance of character education, the school district will observe the week by providing age-appropriate instruction focusing on the prevention of harassment, intimidation, and bullying as defined in N.J.S.A. 18A:37-14. Throughout the school year the district will provide ongoing age-appropriate instruction on preventing harassment,



intimidation, or bullying, in accordance with the Core Curriculum Content Standards, pursuant to N.J.S.A. 18A:37-29.

The school district and each school in the district will annually establish, implement, document, and assess harassment, intimidation, and bullying prevention programs or approaches, and other initiatives in consultation with school staff, students, administrators, volunteers, parents, law enforcement, and community members. The programs or approaches and other initiatives shall be designed to create school-wide conditions to prevent and address harassment, intimidation, and bullying in accordance with the provisions of N.J.S.A. 18A:37-17 ~~et seq.~~

M. Harassment, Intimidation, and Bullying Policy Reevaluation, Reassessment and Review

The Superintendent shall develop and implement a process for annually discussing the school district's Harassment, Intimidation, and Bullying Policy with students.

The Superintendent, Principal(s), and the Anti-Bullying Coordinator, with input from the schools' Anti-Bullying Specialists, shall annually conduct a reevaluation, reassessment, and review of the Harassment, Intimidation, and Bullying Policy, and any report(s) and/or finding(s) of the School Safety/School Climate Team(s). The Superintendent shall recommend to the Board necessary revisions and additions to the Policy consistent with N.J.S.A. 18A:37-15.c., as well as to harassment, intimidation, and bullying prevention programs and approaches based on the findings from the evaluation, reassessment, and review.

N. Reports to Board of Education and New Jersey Department of Education

The Superintendent shall report two times each school year, between September 1 and January 1 and between January 1 and June 30 at a public hearing all acts of violence, vandalism, and harassment, intimidation, and bullying which occurred during the previous reporting period in accordance with the provisions of N.J.S.A. 18A:17-46. The information shall also be reported to the New Jersey Department of Education in accordance with N.J.S.A. 18A:17-46.

O. School and District Grading Requirements

Each school and each district shall receive a grade for the purpose of assessing their efforts to implement policies and programs consistent with the provisions of N.J.S.A. 18:37-13 et seq. The grade received by a school and the district shall be posted on the homepage of the school's website and the district's website in accordance with the provisions of N.J.S.A. 18A:17-46. A link to the report that was submitted by the Superintendent to the Department of Education shall also be available on the school district's website. This information shall be posted on the websites within ten days of receipt of the grade for each school and the district.

P. Reports to Law Enforcement

The Superintendent or designee and the Principal shall consult law enforcement, as appropriate, pursuant to the provisions of the Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials, if the student's behavior may constitute a possible violation of the New Jersey Code of Criminal Justice.

Some acts of harassment, intimidation, and bullying may be bias-related acts and school officials must report to law enforcement officials any bias related acts, in accordance with N.J.A.C. 6A:16-6.3(e), and pursuant to the provisions of the Memorandum of Agreement Between Education and Law Enforcement Officials.

Q. Collective Bargaining Agreements and Individual Contracts

Nothing in N.J.S.A. 18A:37-13.1 et seq. may be construed as affecting the provisions of any collective bargaining agreement or individual contract of employment in effect on the Anti-Bullying Bill of Rights Act's effective date (January 5, 2011). N.J.S.A. 18A:37-30.

The Board of Education prohibits the employment of or contracting for school staff positions with individuals whose criminal history record check reveals a record of conviction for a crime of bias intimidation or conspiracy to commit or attempt to commit a crime of bias intimidation.

R. Students with Disabilities

Nothing contained in N.J.S.A. 18A:37-13.1 et seq. may alter or reduce the rights of a student with a disability with regard to disciplinary actions or to general or special education services and supports. N.J.S.A. 18A:37-32.

S. Approved Private Schools for Students with Disabilities (APSSD)

In accordance with the provisions of N.J.A.C. 6A:16-7.7(a).2.ix.(2), the Board of Education shall investigate a complaint or report of harassment, intimidation, or bullying, pursuant to N.J.A.C. 6A:16-7.7(a).2.ix. and Section G. of this Policy, occurring on Board of Education school buses, at Board of Education school-sponsored functions, and off school grounds involving a student who attends an APSSD. The investigation shall be conducted by a Board of Education Anti-Bullying Specialist, in consultation with the APSSD.

The school district shall submit all subsequent amended Harassment, Intimidation, and Bullying Policies to the Executive County Superintendent of Schools within thirty days of Board adoption.

N.J.S.A. 18A:37-13 through 18A:37-37

N.J.A.C. 6A:16-7.1 et seq.;

Model Policy and Guidance for Prohibiting Harassment, Intimidation, and Bullying on School Property, at School Education-Sponsored Functions and on School Buses – April 2011 – New Jersey Department of Education.

Memorandum – New Jersey Commissioner of Education – Guidance for Schools on Implementing the Anti-Bullying Bill of Rights Act – December 16, 2011

*Adopted: September 27, 2018*

*Revised: June 16, 2022*

# DRUGS, ALCOHOL, TOBACCO, STEROIDS, & VAPES (SUBSTANCE ABUSE)

Board Policy 5530 and its accompanying regulation pertain to the education of our students with regard to the use of drugs, alcohol, tobacco and steroids. This policy and regulation also govern the identification, remediation, examination, treatment, discipline and, where applicable, the readmission to school, of those students who use, possess, distribute or are suspected of being under the influence of drugs, alcohol, tobacco or steroids.

The following summarizes some important points in this policy, regulation and the applicable law in this area. Parents/Guardians and students are encouraged to review the entire policy and regulation available through the District website. This is intended only as a summary and this does not revise or amend applicable policies/regulations in any way. In the event of any differences between this summary and any policies or regulations, the policies and regulations shall prevail.

## EDUCATION PROGRAM

The District has developed a comprehensive program of drug, alcohol, tobacco, steroid, and vaping education. Pursuant to N.J. S. A. 18A:40A-1 et seq., a Board approved comprehensive drug, alcohol, tobacco and steroid education has been infused in the health curriculum, grades 7-12 offering a minimum of 10 clock hours per school year.

## IDENTIFICATION AND REMEDIATION OF STUDENTS

The District has developed a process to identify and remediate students involved with drugs, alcohol, tobacco and steroids. If a teacher, administrator, guidance counselor or other staff member believes that the student may be a substance abuser, that is that he or she may be involved with drugs, alcohol, tobacco, vaping or steroids, *but that the student is not presently under the influence of these substances*, the teacher, administrator, guidance counselor must notify the Student Assistance Counselor [SAC]. Additionally, students and parents/guardians may also seek the advice of the SAC's. The SAC will then set up an interview with the student to assess the extent of the student's involvement with these substances and, where appropriate, refer pupils and their families to organizations and agencies approved by the Department of Health to offer competent professional treatment. Treatment will *not* be at the expense of the District.

The District recognizes that devices used to smoke tobacco products may also be used to consume other drugs or substances. Students found to be in possession of these devices may also be referred for medical evaluation and drug screening.

## EXAMINATION OF STUDENTS

The District has developed the following procedure for the examination and treatment of students suspected of being under the influence of drugs, alcohol, tobacco, or steroids to determine the extent of the student's drug or alcohol use or dependency.

- When it appears to any teaching staff member, school nurse or other educational personnel that a student may be under the influence of substances, as defined in law, including but are not limited to, alcohol, controlled dangerous substances and anabolic steroids, the teaching staff member, school nurse or other educational personnel shall report the matter as soon as possible to the school nurse, the Student Assistance Coordinator and the Principal or designee in addition to completing the Referral for Medical Evaluation and Drug/Alcohol Screen Form.
- The Principal or designee shall immediately notify the parents/guardians and the Superintendent/designee.
- The student will receive a preliminary screen conducted by the school nurse and the principal/designee shall arrange for an **immediate examination of the student**, including alcohol/drug screen. This examination may be performed by a physician selected by the family or by the Board of Education Medical Inspector at



# DRUGS, ALCOHOL, TOBACCO, STEROIDS, & VAPES (SUBSTANCE ABUSE)

- no cost to the family. However, it is the parent's responsibility to immediately take the student for the medical testing.
- While the student is waiting for the examination (examination must be completed within 2 hours), whether it is to be performed by a physician selected by the family, the Medical Inspector or an emergency room physician, the student must be supervised by a District staff member or parent/guardian. The student is not allowed to smoke, eat or drink anything with the exception of water until the examination is complete.
- If a physician is selected by the family, the family will bear the cost of the examination. Since time is of the essence in these types of examinations, the parent/guardian must pick up their child and arrange for an examination within two hours of being notified by the school that their child is suspected of being under the influence. The parent/guardian must accompany their child to the examination, submit the appropriate District form to the doctor, and arrange for any necessary authorizations to be executed so that the District may receive the results of the examination.
- If the parent/guardian is unreachable or is unable to accompany the student to the examination within the two-hour period, the principal/designee will act in loco parentis and transport the student to the Board of Education Medical Inspector for the medical examination including the drug/alcohol screen. The parent/guardian may also consent to use of the Board of Education Medical Inspector at no charge and accompany their child to the examination. Once again, the appropriate District form will be submitted to the physician.
- If the physician chosen by the family or the Board of Education Medical Inspector is not available to conduct an examination within a two-hour period, the law permits the principal/designee to accompany the student to the emergency room for the examination including a drug/alcohol screen. The parent/guardian may accompany the student, if available, and the appropriate District form will be submitted to the emergency room physician. *The District will not bear the cost of this emergency room examination.*
- If the parent/guardian refuses to allow the student to be examined and to undergo a drug/alcohol screen, all treatment/disciplinary procedures outlined in District policy, regulation and the Student Code of Conduct will be implemented as if the student tested positive for drugs or alcohol. Additionally, violations of the Compulsory Education Act may result and child neglect laws may apply.
- Within 24 hours, and oftentimes much sooner, the examining physician will return a written report of the examination on the District form to the parent/guardian. This form basically clears the student to return to school as the medical examination verifies that alcohol or other drugs do not interfere with the student's physical and mental ability to perform in school. This "OK to Return" to school may be provisional upon the results of the drug/alcohol screen.
- If the parent/guardian does not receive the written report within 24 hours the student may return to school pending the results of the report and the drug/alcohol screen.

The procedures detailed in this section refer to suspected use of alcohol or drugs. Similar procedures will be used for the suspected use of anabolic steroids. Those procedures may be found in Board Regulation 5131.6

## TREATMENT AND DISCIPLINE OF STUDENTS

The District has developed the following procedures for the treatment and discipline of students who use, possess, or distribute drugs, alcohol, vapes, tobacco, and steroids in violation of law or District policy and regulation in this area. These include referral to an appropriate drug/alcohol abuse program as recommended by the Department of Health where applicable.

# **DRUGS, ALCOHOL, TOBACCO, STEROIDS, & VAPES (SUBSTANCE ABUSE)**

## **Treatment - Students Who Test Positive for Alcohol, Drugs or Steroids**

- If there is a positive finding for alcohol or other drugs, the student and parent will be required to meet with the Student Assistance Coordinator or other appropriately trained teaching staff member upon the student's return to school. The purpose of this meeting is to determine the extent of involvement and possible need for treatment. The SAC or other staff member may conduct a reasonable investigation including interviews with the student's teachers as well as his/her parents. The SAC or other staff member may consult with experts in the field of substance abuse as may be necessary and appropriate. The student will continue to meet with the SAC or other staff member for up to five group or individual sessions and if deemed clinically appropriate accept a referral for additional outpatient substance abuse counseling. Additionally, the student/parent/guardian may be asked to consent to random drug testing of the student.
- If it is determined that the student's involvement with one of these substances represents a danger to the student's health and well-being, the SAC or other staff member shall provide the parent/guardian with referral information to an appropriate treatment program, which has been approved by the Department of Health.
- These treatment options also apply to a student who is found in possession or who distributes drugs, alcohol, or steroids. Treatment options for those students who are found to use, possess or distribute tobacco products are cited below.
- Additionally, the SAC and administration shall maintain ongoing communication with the probation/parole officers and all other agencies involved with that student.

## **Discipline - Students Who Test Positive for Alcohol, Drugs or Steroids**

- 1st offense: range of two to four days of OSS (out-of-school suspension)
- Hearing with student, parent, SAC and grade level administrator to review the treatment plan and expectations of the student and parent or guardian.
- 2nd offense: and five to ten days of OSS: Possible hearing before the Board of Education  
subsequent offenses: to consider expulsion.  
Discipline for students who are found to use, possess or distribute tobacco products are cited below.

## **School Drug Screening Testing Procedure**

1. Franklin Township School District will continue to identify students for drug screening per policy and handbook guidelines.
2. Students will be referred to Doctor's Express/AFC Urgent Care to complete the drug screening.
3. A school designee must notify Doctors Express/AFC Urgent Care that a student will be coming down for a urine drug screen.
4. Franklin Township School District Personnel will advise students and parents/guardians that they must be at the Doctor's Express/AFC facility by 6 pm with their school paperwork. Doctor's Express/AFC Urgent Care 601 W. Union Ave (located in the Shop Rite Shopping Center next to Quest Labs) Bound Brook, NJ
5. Doctor's Express/AFC Urgent Care will evaluate the student, collect and send out the specimen to their reference lab.
6. Doctor's Express/AFC will complete the school-supplied paperwork and provide the paperwork back to the student. The student and parent/guardian will also need to sign a lab-testing waiver.
7. Doctor's Express/AFC will send the lab report to the school.

# TOBACCO USE

## PROHIBITION

The Franklin Township Public School District recognizes that tobacco use is a public health issue and that tobacco is a highly addictive gateway drug. As expressed in Board policy, the use of tobacco products by students, faculty, staff, school visitors or volunteers, on school grounds, in school buildings and facilities, on school property or at school-related or school-sponsored events is prohibited. Additionally, the possession of tobacco products by a student on school grounds, in school buildings and facilities, on school property or at school-related or school-sponsored events is prohibited.

## DEFINITIONS

For the purposes of this Student Code of Conduct,

**Tobacco Product** is defined as cigarettes, cigars, blunts, bidis, pipes, chewing tobacco and all other forms of smokeless tobacco, rolling papers, and items and vaping devices or devices that may be used to administer tobacco or other substances.

**Tobacco use** includes, but is not limited to, smoking, chewing, dipping, or any other use of tobacco products including e-cigarettes.

Since new products in this area continue to be introduced, the above lists are not inclusive; other prohibited items in this area may be added at the Principal's discretion.

## PREVENTION

The Franklin Township Public School District is committed to the prevention of tobacco use amongst its students. Prevention education is infused into the health curriculum. Additionally, assemblies, prevention programs and activities are conducted throughout the school year at the different schools in the District at age appropriate levels. Further information on these programs is available through the Student Assistance Counselors.

## TREATMENT

Intervention is the first response in addressing violations of the District's prohibition of tobacco use. Students who violate the District's Tobacco-Use Policy will be referred to the Student Assistance Counselor, guidance counselor, school nurse, or other health or counseling services for health information, counseling and possible referral to a cessation program.

Parents/guardians will be notified of all violations and actions taken by the school.

## DISCIPLINE

While intervention is the preferred response to the possession or use of tobacco products, the Discipline Matrix on page 60 outlines the disciplinary action associated with tobacco related violations.

## PHYSICAL AGGRESSION

At both the elementary and secondary levels, the District's policies and regulations regarding student fighting and other acts of physical aggression are designed to prevent and discourage students from resolving conflict by engaging in physical aggression.

Physical confrontation is a dangerous and inappropriate method for solving problems. Students are expected to solve problems through proper channels and in an appropriate manner. If a student is in a fight or encourages others to fight, or video records a fight, he/she will receive disciplinary consequences REGARDLESS of who started it.

Pushing, shoving, wrestling, play fighting, fighting, etc., will be considered as physical aggression regardless of intent.

Students involved in fighting, mob action (any fight involving more than two people), instigating others to fight, intimidating, or harassing other students shall be subject to school consequences at the discretion of the principal, including the possibility of restitution, conflict resolution, suspension, and/or recommendation to the Board of Education for expulsion. At the secondary level, at the discretion of the principal, consequences may include police involvement, including a review of the total circumstances for possible criminal charges and/or Stationhouse Adjustment.\*

In determining the appropriate consequence for student acts of physical aggression, the school administration may provide a continuum of actions designed to remediate and impose more severe consequences for repeat offenses. Students who have been involved in three or more acts of physical aggression or any act of physical aggression resulting in serious bodily injury or risk to the health and safety of others may be referred to the Franklin Township Police Department for review, investigation and/or referral to the Somerset County Prosecutor's Office for criminal charges.

*\*A Stationhouse Adjustment is an alternative method that can be used to support students who have committed minor offenses. The intent of the stationhouse adjustment program is to engage students in restorative practices such as community service, conflict resolution support, and provide opportunity for students to reflect and gain a deeper understanding for resolving conflict in more constructive ways. This type of intervention for serious or repeat offenders helps students to avoid the stigma of a formal juvenile delinquency record.*

# **FIREARMS AND OTHER WEAPONS**

## **FIREARMS – ZERO TOLERANCE FOR GUNS ACT (18A:37-7 AND 8)**

Any student who is convicted or adjudicated delinquent for possession of a firearm or a crime while armed with a firearm or found knowingly in possession of a firearm on any school property, on a school bus, or at a school sponsored function shall be immediately removed from the school's regular education program pending a hearing before the BOE to remove the student from the regular education program for a period of not less than one calendar year subject to modification on a case-by-case basis by the Superintendent of Schools.

## **OTHER WEAPONS**

### **Definitions**

1. "Other Weapons" means any object, device or instrument designed as a weapon or through its use is capable of threatening or producing bodily harm or which may be used to inflict self-injury including, but not limited to, air guns; pellet guns; BB guns; all knives; blades; clubs; metal knuckles; nunchucks; throwing stars; explosives; fireworks; incendiary devices; mace and other propellants; stun guns; ammunition; chains; arrows; incapacitation and audio alert devices; and objects that have been modified to serve as a weapon.
2. Devices or instruments having the appearance of a weapon including, but not limited to, weapons listed above which are broken or non-functional, look-alike guns; toy guns; and any object that is a facsimile of a real weapon.
3. Lasers or laser pointers, belts, combs, pencils, files, scissors, etc. shall be considered weapons if they are used to inflict bodily harm and/or intimidate. Such use will be treated as the possession and use of a weapon.

When the building principal determines that a student is in possession of an object classified as "other weapon", the student shall be disciplined in accordance with BOE policy and this Student Code of Conduct.

## **READMISSION OF STUDENTS CONVICTED OF OFFENSE**

The District has established the following procedures to govern a student's readmission to school following conviction for weapons, violent crimes, or CDS related offenses.

- Prior to admission into the District, the student and parent will meet with the Director of School Management & Student Advocacy, the building principal, SAC/counselor and CST member. This meeting is not punitive but designed to determine how to best support the student's academic and social needs.
- Appropriate school personnel will maintain communication with the student, parent/guardian, probation/parole officers and any other agency involved with assisting the student achieve their goals.

## HANDLE WITH CARE PROCESS AND PROTOCOLS

Handle With Care is a behavior management system to guide staff when dealing with behaviorally challenged student situations. The purpose is to preserve the dignity of student and staff; maintain the safety of student and staff; and to foster a positive learning environment.

Franklin Township School District provides annual training and follow-up support for staff on the techniques of Handle with Care. Although not all staff has been trained in the Handle With Care restraint techniques, all staff will adhere to the district policy and procedures outlined in this process. Regardless of whether staff have been trained in the Handle With Care Techniques, any staff person may utilize reasonable restraint to prevent students from causing harm to themselves or others. This is in accordance with NJ State Law and BOE policy.

Handle With Care relies heavily on de-escalation strategies to assist staff in managing student disruptive behaviors. Physical restraint is only used in situations where a student's behavior is imminently a threat to their safety or the safety of others. When a student demonstrates behaviors that require physical restraint the administration and staff are required to do the following:

1. Physical restraint is used only in an emergency in which the student is exhibiting behavior that places the student or others in immediate physical danger;
2. A student is not restrained in the prone position, unless the student's primary care physician authorizes, in writing, the use of this restraint technique;
3. Staff members who are involved in the restraint of a student receive training in safe techniques for physical restraint from an entity determined by the Board of Education to be qualified to provide such training, and that the training is updated at least annually;
4. The parent of a student is immediately notified when physical restraint is used on the student. This notification may be by telephone or electronic communication. A post-incident written notification report of the incident of physical restraint shall be provided to the parent within forty-eight hours of the occurrence of the incident;
5. Each incident in which physical restraint is used is carefully and continuously visually monitored to ensure it was used in accordance with established procedures set forth in Policy and Regulation 5561 – Use of Physical Restraint and Seclusion Techniques for Students with Disabilities, developed in conjunction with the entity that trains staff in safe techniques for physical restraint, in order to protect the safety of the child and others; and
6. Each incident in which physical restraint is used is documented in writing in sufficient detail to enable staff to use this information to develop or improve the behavior intervention plan for students with IEPs.
7. Once the restraint situation has ended, have the onsite school nurse assess the student.

# CRISIS INTERVENTION

The Franklin Township Board of Education recognizes that self-destructive behavior is a problem among children and adolescents in our society. The Board also recognizes that such behavior can be manifested in many ways and that suicidal tendencies may be exhibited by students of various socio-economic backgrounds and/or levels of academic functioning and achievement.

Four out of five teens who attempt suicide give clear warning signs. **Warning Signs of suicidal ideation include, but are not limited, to the following:**

- Talking about suicide
- Making statements about feeling hopeless, helpless, or worthless
- A deepening depression
- Preoccupation with death
- Taking unnecessary risks or exhibiting self-destructive behavior
- Out of character behavior
- A loss of interest in the things one cares about
- Visiting or calling people one cares about
- Making arrangements; setting one's affairs in order
- Giving prized possessions away

Along with these warning signs, there are certain Risk Factors that can elevate the possibility of suicidal ideation.

- Perfectionist personalities      Youth with low self-esteem
- Depressed youth      Students in serious trouble
- Abused, Molested or Neglected Youth      Parental history of violence, substance abuse, or divorce

The National Suicide Prevention Lifeline provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 160 local crisis centers, combining custom local care and resources with national standards and best practices. Call 1-800-273-TALK (8255) and the link is <https://suicidepreventionlifeline.org>

## RUTGERS UNIVERSITY BEHAVIORAL HEALTH CARE

The Franklin Township Public School District has contracted with Rutgers University Behavioral Health Care, (UBHC), to provide in-district effective, compassionate, and accessible care to assist in supporting students and their families that may have behavioral health care needs. When the school staff determine that a student requires immediate interventions, the principal/designee will contact the parent to coordinate and facilitate services through UBHC.

If you would like additional resources our information, contact one of our Student Assistance Coordinators:

Name	School	Phone	Email	Office
Stacy Hale, MA, M.Ed, LPC, SAC	Franklin High School 9-12	(732) 302-4200 Ext. 4663	<a href="mailto:shale@franklinboe.org">shale@franklinboe.org</a>	Room B233
Sheyna Britton	Franklin High School 9-12	(732) 302-4200 Ext. 4321	<a href="mailto:sbritton@franklinboe.org">sbritton@franklinboe.org</a>	Room C 235
Joshua Duncan	FMS @ Hamilton Street Campus, CRS, HIL, MAC & PGM - K-8	(732) 249-6410 Ext. 217	<a href="mailto:jduncan@franklinboe.org">jduncan@franklinboe.org</a>	FMS @ HSC Guidance Suite
Jamie Mazza MA, SAC	SGS Campus, EAS, CES, FPS - K-8	(732) 873-2800 Ext. 120	<a href="mailto:jmazza@franklinboe.org">jmazza@franklinboe.org</a>	Suite 112



# DISCIPLINE FOR ALL ACTS OF STUDENT MISBEHAVIOR

## DISCIPLINE PROCESS

- The discipline process is triggered when a student engages in misconduct that is observed by a school employee or when an investigation from a complaint or anonymous tip is completed. Faculty use of behavior management strategies in their classroom is considered the first line of discipline for minor misconduct. District administrators and staff have the right to question students regarding any situation that has disrupted or may jeopardize the safety of the school environment.
- The building principal has the authority to assign appropriate disciplinary consequences for any student behavior that may disrupt the safety and security of the school culture whether or not it has been identified specifically in the District Student Code of Conduct.

As such, teachers may utilize the following strategies prior to referring a student for administrative disciplinary action (this is not a comprehensive list):

- Conferencing with the student;
- Contacting the student's parent/legal guardian;
- Assigning a teacher detention;
- Seeking assistance from colleagues to create a plan to support the student with meeting positive behavioral expectations;
- Developing a Positive Behavior Chart;
- Reaching out to request Tier 2 Positive Behavior Supports
- Documenting student misconduct using Demerit Tab or Minor Incident of Misconduct

## MISCONDUCT WARRANTING ADMINISTRATIVE ACTION

The student may be referred to the building administrator when:

- a) the nature of the misconduct warrants immediate attention, and/or
- b) the problem behavior continues despite the use of teacher-mediated behavior management and disciplinary strategies.

Administrators who receive students for disciplinary action consider the type, scope, and severity of the infraction in order to assign an appropriate consequence within the framework provided in the Code of Conduct.

Misconduct that warrants the lowest consequence level is characterized as a first offense or an isolated incident. Misconduct that warrants a higher consequence level is characterized by multiple offenses documented by the referring teacher and/or multiple referrals to the building administrator.

Some incidents of misconduct may meet criteria for Law Related Violations and Consequences and will be managed according to the Discipline Matrix beginning on page 60.

### Note:

- *The building Principal has the authority to assign appropriate disciplinary consequences for any student behavior that may disrupt the safety and security of the school culture whether or not it has been identified specifically in the District Student Code of Conduct.*
- *The building Principal has the authority to suspend student privileges for violations that jeopardize the rights of other students to receive an education in a safe and secure environment.*
- *Any person, including but not limited to students, school employees, parents, other adults or juveniles, who enters on any school property, any school building, or school bus, may be video and/or audio taped as part of the measures taken by the District to provide a safe, secure, and orderly environment. Information recorded on school surveillance equipment may be used as evidence in disciplinary and/or legal proceedings.*



# RESTORATIVE PRACTICES

Effective restorative justice programming and implementation does not remove penalties for behavior. Rather it makes consequences more intentional. Restorative discipline is a whole-school, relational approach to building school climate and addressing student behaviors that fosters belonging over exclusion, social engagement over control, and meaningful accountability and consequences over a focus on punishment alone to the end of improving student performance.

## *The Difference Between the “Traditional Approach” and the “Restorative Approach”*

### *Traditional Approach*

School rules are broken

Justice focuses on establishing guilt

Justice is directed at the offender and the victim is ignored

Rules and intent outweigh whether the outcome is positive or negative

Limited opportunity for remorse or making amends

### *Restorative Approach*

People & relationships are harmed

Justice identifies needs and responsibility

Offender, victim, and school all have a direct role in the justice process

Offender is responsible for harmful behavior repairing the harm, and working towards positive outcomes

Opportunities given to express remorse and to make amends

**Examples of how Restorative Practice may be used at each of the four levels of the disciplinary process:**

Educator Role	Level 1
<b>Classroom Teachers</b>  <b>Paraprofessionals</b>  <b>Reset Room Coordinator</b>  <b>Deans</b>  <b>Security Officer</b>  <b>Vice Principals</b>  <b>Principals</b>	<p>Classroom Teachers are encouraged to utilize <b>Restorative Practices</b> to:</p> <ul style="list-style-type: none"> <li>Proactively develop relationships and build community through restorative circles</li> <li>Collaborate with students to develop community agreements for the learning environment</li> <li>Utilize effective statements, and impromptu conversations to redirect students who are not following the community agreements.</li> <li>Restore and repair relationships in the learning environment through circle lesson plans and restorative circles</li> </ul> <p><b>Restorative Practices</b> include affective statements and questions, impromptu conversations, Restorative Circles, and, communication with parents/guardians through restorative conferences.</p> <p>The focus of the <b>Tier 1</b> response is to utilize Fair Process to communicate community agreements, build community, foster learning, and develop relationships.</p>

<b>Educator Role</b>	<b>Level 2</b>
<b>Reset Room Coordinators</b>  <b>School Counselors</b>  <b>Student Assistance Coordinator</b>  <b>Deans</b>  <b>Security Officers</b>  <b>Vice Principals</b>  <b>Principals</b>	<p>Office Referrals which are the result of more serious student behavior violations or reflect a pattern of noncompliance with the established school behavior expectations. Interventions include:</p> <ul style="list-style-type: none"> <li>• <b>Assigning a learning activity or (restorative) reflection task that focuses on the positive behavior expectation and review with supportive staff (e.g. counselor, mentor, SAC)</b></li> <li>• <b>Establishing student Tier 2 supports and/or check-in procedures to provide additional support</b></li> <li>• <b>Administrator follow-up with referring staff member in the plan</b></li> <li>• <b>Restorative Conferencing with the student, parent/guardian, administrator, SAC and/or counselor, and other school personnel as needed to develop a plan of action that leads to the student participating in the community agreements</b></li> </ul>

<b>Educator Role</b>	<b>Level 3</b>
<b>Vice Principals</b>  <b>Principals</b>	<p>Reserved for serious violations that pose a direct threat to the health, safety, and welfare of students and staff. Interventions and consequences include:</p> <ul style="list-style-type: none"> <li>• <b>Referral for Tier 3 Function-Based Assessment and Positive Behavior Support Plan via I&amp;RS or CST as needed</b></li> <li>• <b>Establish Student Check-in/ Check-out</b></li> <li>• <b>(Restorative Conferencing) Student and Parent/Guardian meeting with an administrator, SAC to develop a reentry to in-person learning plan aimed at preventing re-occurrences</b></li> </ul>
<b>Educator Role</b>	<b>Level 4</b>
<b>Principals</b>	<p>Reserved for the most serious violations as identified in NJSA 18A: 37-2 - 18A: 37-7. The principal will initiate the following:</p> <ul style="list-style-type: none"> <li>• <b>“Removal from in-person attendance for (1-5 days)</b></li> <li>• <b>Immediate removal from in-person attendance and suspension from all school activities (5-9 days)</b></li> <li>• <b>Referral to Central Office to determine an appropriate educational program and placement</b></li> </ul> <p><b>(Restorative Conferencing) Student and Parent/Guardian meeting with an administrator, SAC to develop a reentry to in-person learning plan aimed at preventing re-occurrences</b></p>

# LEVELS OF DISCIPLINARY CONSEQUENCES

The addendum to the District Student Code of Conduct addresses the additional behavioral expectations for all District students associated with the reopening of schools in the midst of the COVID crisis. The addendum is focused on three main areas:

- Identifying specific behaviors that may threaten the health, welfare, and safety of students, and establish a district-wide protocol aimed at reinforcing health and safety measures that protect students and staff
- Provide teachers and building administrators with tools that support and reinforce behaviors that promote health and safety practices and
- Provide teachers and building administrators with appropriate options to address student behavior that may have a negative impact on the health and welfare of others.

This addendum to the Student Code of Conduct will be enforced on all school grounds, on the school bus traveling to and from school, and at all school activities, functions, and events. Students who do not comply with the student behavioral expectations outlined in this addendum will be issued appropriate consequences.

## Level 1 Response

- Teacher (or other staff person in the area) will redirect the student who is out of compliance with student behavior expectations. May also include conferencing one-on-one with the students, reassigning seats, communication with parent/guardian, or use of other tier one strategies. The focus of the level 1 response is to resolve the behavior, re-establish compliance with behavior expectations and resume the activity in a safe and healthy environment. (See Restorative Practice Chart - Level 1)

## Level 2 Response

- Office Referrals which are the result of more serious student behavior violations or reflect a pattern of noncompliance with the established school behavior expectations. Interventions include:
  - Conferencing with the student, parent/guardian, administrator, SAC and/or counselor, and other school personnel as needed to develop a plan of action that leads to student conforming to school behavior expectations
  - Assigning a learning activity or (restorative) reflection task that focuses on the positive behavior expectation and review with supportive staff (e.g. counselor, mentor, SAC)
  - Administrator follow-up with referring staff member in plan
  - Establishing student Tier 2 supports and/or check-in procedures to provide additional support
  - Repeat violations at this level may be referred to Level 3(See Restorative Practice Chart - Level 2)

## Level 3 Responses

- Reserved for serious violations that pose a direct threat to the health, safety, and welfare of students and staff. Interventions and consequences include:
  - “Removal from in-person attendance for (1-5 days)
  - Student and Parent/Guardian meeting with administrator, SAC to develop a reentry to in-person learning plan aimed at preventing a re-occurrences
  - Establish Student Check-in/ Check-out
  - Referral for Tier 3 Function Based Assessment and Positive Behavior Support Plan via I&RS or CST as needed(See Restorative Practice Chart - Level 3)

## Level 4 Responses

- Reserved for the most serious violations as identified in NJSA 18A: 37-2 - 18A: 37-7. The principal will initiate the following:
  - Immediate removal from in-person attendance and suspension from all school activities (5-9 days)
  - Referral to Central Office to determine an appropriate educational program and placement(SEE RESTORATIVE PRACTICE CHART - LEVEL 4)

In accordance with N.J.A.C. 6A:14-2.8

Before making any formal recommendation for suspension of a student who has been classified, the building principal must determine whether the student has been suspended for ten (10) cumulative school days during the current school year. The principal, in consultation with the CST case manager, shall determine whether a series of short-term suspensions constitutes a change of placement sufficient to meet the “10 day” limit before any formal recommendation of suspension is made.

School district personnel may, on a case-by-case basis, consider any unique circumstances when determining whether or not to impose a disciplinary sanction or order a change of placement for a student with a disability who violates the student code of conduct.

## **STUDENTS IN PRE-KINDERGARTEN THROUGH GRADE 2**

In order for young children to fully and consistently participate in early learning experiences, we need to ensure that they are in school and able to positively engage in educational opportunities. Removing young children from school through suspensions reduces their participation in academic, behavioral and social learning experiences that are critical to their positive development.

P.L. 2016, Chapter 45, signed into law by Governor Christie, places limits on out of school suspension as follows:

1. Students in grades kindergarten through grade two:
  - a. Shall not be expelled from school, except as provided pursuant to the “Zero Tolerance for Guns Act”
  - b. Shall not receive an out-of-school suspension, except when the suspension is based on conduct that is of a violent or sexual nature and endangers other, and
2. Students in preschool:
  - a. Shall not be suspended and shall not be expelled, except as provided pursuant to the “Zero Tolerance for Guns Act”.

To proactively address the needs of students in preschool through grade two, the law requires schools to implement an early detection and prevention program to identify students who are experiencing behavioral and disciplinary problems and provide behavioral support. The behavioral supports may include, but are not limited to: remediation of problem behaviors, positive reinforcement, supportive interventions and referral services. Positive approaches such as these address the underlying cause or purpose of the behavior, reinforce positive behavior, and have been associated with increases in academic engagement, academic achievement, and reductions in suspensions and school dropouts.

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**FRANKLIN TOWNSHIP  
PUBLIC SCHOOLS  
DISCIPLINE  
MATRIX**

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## CONDUCT VIOLATIONS & CONSEQUENCES

<b>Examples of Conduct Violations</b>	<b>Definition</b>	<b>Minimum Level</b>	<b>Maximum Level</b>
Cutting Class	Failing to attend scheduled class and/or arriving at class at least ten (10) minutes beyond the scheduled start time without a valid pass.	<b>1</b>	<b>2</b>
Vandalism/Defacing of School Property	Participating in activity that results in substantial destruction, misuse, or disfigurement of school property that is not the result of accidental behavior.	<b>1</b>	<b>2</b>
Dishonesty / Forging / Cheating	Delivering a message that is untrue (verbal or written), producing a forged school document (e.g., pass), turning in academic work produced by other students as their own, plagiarizing/cheating.	<b>1</b>	<b>2</b>
Disruption	Causing an interruption in a class or activity which may include sustained loud talking, yelling or screaming, Throwing inappropriate objects, making noises with materials; horseplay or rough-housing, and/or sustained out-of-seat behavior. (Verbal or Electronic)	<b>1</b>	<b>2</b>
Technology Violations - Electronic Device Offenses	Use of electronic devices including, but not limited to cell phones, camera/video recording devices, MP3 players, computers and iPads that are used in a deliberate manner to promote disruption to the school culture and climate; or to cause embarrassment or humiliation to students or staff consistent with the District's HIB policy, or that are used for sexting, communicating threat messages, or defaming another person's character/reputation.	<b>1</b>	<b>3</b>
Entering School Grounds Without Permission	Trespassing on school property outside of regular hours of building operation and/or during out of school suspension without permission.	<b>1</b>	<b>2</b>
Failure to Comply with Administrative or Teacher Detention	Failing to attend administrative or teacher detention, arriving more than ten (10) minutes after the scheduled start time, or leaving administrative detention without permission.	<b>1</b>	<b>2</b>

*\*(Level 1 –Teacher Intervention) (Level 2 –Administrator Intervention) (Level 3 –Removal from: In Person Attendance for 1-5 days)  
(Level 4 – Suspension for 5-9 days from all school programs/Referral to Central Office)*

## CONDUCT VIOLATIONS & CONSEQUENCES

Examples of Conduct Violations	Definition	Minimum Level	Maximum Level
Threat/ Intimidation	Intentionally delivering threatening messages, real or implied, (verbal, gestural, or electronically) to another person with the intent of causing hurt or harm, or which has the effect of causing a disruption to the orderly operation of the school.	2	3
Inappropriate Dress	Wearing items of clothing that presents a safety risk for the wearer, clothing that displays inappropriate advertising/graphics, gang representations, clothing that is not clean, or lacks modesty.	1	2
Leaving Class/School Without Permission	Leaving class/school without permission.	1	2
Non-compliance / Defiance / Disrespect	Refusing to follow directions, talking back, or engaging in socially rude interactions toward staff and/or students that include negative verbal statements or gestures. Also, refusal to comply with school health and safety protocol No student will be permitted to solicit and collect money on school premises or at a school-sponsored event for the student's own benefit.	1	3
Obscene / Inappropriate Language / Materials	Verbal, written, or electronic messages, and/or making gestures or gang signs that include swearing, name calling, profanity, and/or explicit messages of a violent or obscene nature.	1	3
Physical Aggression	Pushing, shoving, wrestling, play fighting, fighting - also includes instigating others to engage in acts of physical aggression	3 (Grades 6 through 12)  2 (Grades 3 through 5)	4

*\*(Level 1 –Teacher Intervention) (Level 2 –Administrator Intervention) (Level 3 –Removal from: In Person Attendance for 1-5 days)  
(Level 4 – Suspension for 5-9 days from all school programs/Referral to Central Office)*

## CONDUCT VIOLATIONS & CONSEQUENCES

<b>Examples of Conduct Violations</b>	<b>Definition</b>	<b>Minimum Level</b>	<b>Maximum Level</b>
Possession or Use of Tobacco Products	Possessing or using tobacco products while on school property or in attendance at school sponsored events.	<b>1</b>	<b>3</b>
Possession of Unsafe Objects / Materials	Possessing an item that can potentially place them or others at risk for injury. Examples include sharp objects, items that may be construed as weapons and toxic substances. This definition applies even if the student has not used the item in an unsafe manner or has not threatened to use the item.	<b>2</b>	<b>3</b>
Sexually Inappropriate Activity or Behavior	Inappropriate public displays of affection, inappropriate touching, solicitation, and/or explicit messages of a sexual nature.	<b>1</b>	<b>3</b>
Theft	Removing someone else's property without that person's permission. (Student may have said item or may have passed identified item on to another). 1-2 for items under \$10 in value and 2-3 for items worth \$10 or more.	<b>1-2</b>	<b>2-3</b>
Tardiness to Class	Failing to arrive at class at the scheduled start time without a pass or permission.	<b>1</b>	<b>2</b>
Tardiness to School	Failing to arrive at school at the scheduled start time and/or arriving late to school without permission.	<b>1</b>	<b>2</b>
Truancy	Failing to report to school without prior permission, knowledge or excuse by the school or parent. Leaving school without permission.	<b>2</b>	<b>3</b>

*\*(Level 1 –Teacher Intervention) (Level 2 –Administrator Intervention) (Level 3 –Removal from: In Person Attendance for 1-5 days)  
(Level 4 – Suspension for 5-9 days from all school programs/Referral to Central Office)*



## LAW RELATED VIOLATIONS & CONSEQUENCES

Examples of Conduct Violations	Definition	Minimum Level	Maximum Level
Arson	Intentionally starting, or attempting to start a fire or combustion.	3	4
Assault	Causing or attempting to cause bodily injury to another person. Assault includes an attempt by physical menace to put another in fear of imminent serious bodily injury.	3	4
Bias Incident	Acting, at least in part, with ill will, hatred or bias with a purpose to intimidate an individual or group of individuals because of race, color, religion, gender, sexual orientation or ethnicity.	2	4
Bombs/Explosives	Possessing or using a device containing combustible material and/or a fuse, including fireworks.	3	4
Burglary	Unauthorized entering into a school District building (unoccupied) with the intent of committing a criminal act when the building is closed to the students and the public.	3	4
Computer Violations	Reproducing unauthorized information (fraud), viewing or obtaining pornography or sexually explicit materials, introducing computer viruses, threatening /menacing, sending or receiving hate materials, committing a bias offense, harassing, 'sexting' (sending sexually explicit messages/photos electronically).	2	4
Disorderly Conduct	Behaving in a violent or seriously inappropriate manner which disrupts the educational process. (NOTE: This category is used when the police are called to cite a student for extreme disruption).	3	4

*\*(Level 1 –Teacher Intervention) (Level 2 –Administrator Intervention) (Level 3 –Removal from: In Person Attendance for 1-5 days)  
(Level 4 – Suspension for 5-9 days from all school programs/Referral to Central Office)*

## LAW RELATED VIOLATIONS & CONSEQUENCES

Examples of Conduct Violations	Definition	Minimum Level	Maximum Level
Drug/Alcohol/Chemical Use (NJSA 18A:40A-12(a))	Using any controlled substance, intoxicant or alcohol or substance alleged to be a drug regardless of its content. (Mandated SAC Intervention)	3	4
Drug/Alcohol/Chemical Possession (NJSA 18:40-1011;NJAC:29-6.3(c) (2))	In possession of any controlled substance, alcohol or intoxicant includes transfer of a prescription drug or substance alleged to be a drug regardless of its actual content. (Mandated SAC Intervention)	3	4
Drug/Alcohol/Chemical Sale/Distribution(NJSA 18:40A-10, 1 NJAC:29-6.3(c) (2))	Selling of any controlled substance, alcohol, intoxicant or prescription drug or substance alleged to be a drug regardless of its actual content. (Mandated SAC Intervention)	3	4
Possession of Drug Paraphernalia:	In possession of pipes, rolling papers, needles or other paraphernalia.	2	4
Firearms	<p>Possessing, using, or threatening to use a firearm on school property, on a school bus or other contracted transportation service, or at a school sponsored function.</p> <p>A firearm is defined as any handgun, rifle, shotgun, machine gun, automatic or semi-automatic rifle, or any gun, device or instrument in the nature of a weapon from which may be fired or ejected any solid projectable ball, slug, pellet, missile or bullet, or any gas, vapor or other noxious thing, by means of a cartridge or shell or by the action of an explosive or the igniting of flammable or explosive substances. It shall also include, without limitation, any firearm which is in the nature of an air gun, spring gun or pistol or other weapon of a similar nature (including BB guns and pellet guns) in which the propelling force is a spring elastic band, carbon dioxide, compressed or other gas or vapor, air or compressed air, or is ignited by compressed air, and ejecting a bullet or missile smaller than three eighths of an inch in diameter, with sufficient force to injure a person.</p>	3	4

*\*(Level 1 –Teacher Intervention) (Level 2 –Administrator Intervention) (Level 3 –Removal from: In Person Attendance for 1-5 days) (Level 4 – Suspension for 5-9 days from all school programs/Referral to Central Office)*

## LAW RELATED VIOLATIONS & CONSEQUENCES

Examples of Conduct Violations	Definition	Minimum Level	Maximum Level
Other Pellet Guns & BB Guns	<p>Possessing, using, or threatening to use a pellet gun, BB gun, or any other facsimile thereof, which ejects a projectile of three-eighths (3/8) of an inch or more in diameter, on school property, on a school bus or other contracted transportation service, or at a school sponsored function</p> <p>A pellet gun is defined as a gun which uses compressed air or carbon dioxide to propel a projectile.</p> <p>A BB gun uses the same compressed air or carbon dioxide to propel a copper plated sphere, known as a BB.</p>	<b>3</b>	<b>4</b>
Paintball Guns	<p>Possessing, using, or threatening to use a paintball gun on school property, school buses or other contracted transportation services.</p> <p>Paintball guns use compressed air to propel large diameter paint filled projectiles.</p>	<b>3</b>	<b>4</b>
Toy Guns and Imitation Firearms	Possessing, using, or threatening to use a toy gun or imitation gun on school property, school buses, or other contracted transportation services.	<b>2</b>	<b>4</b>

*\*(Level 1 –Teacher Intervention) (Level 2 –Administrator Intervention) (Level 3 –Removal from: In Person Attendance for 1-5 days)  
(Level 4 – Suspension for 5-9 days from all school programs/Referral to Central Office)*

## **DUE PROCESS**

In order to assure a student of his/her constitutional rights and the protection of due process, the student shall be given an informal hearing prior to the imposition of a suspension or the commencement of expulsion proceedings. When school authorities have determined that the student's act(s) pose a danger to him/her or others, a suspension may commence prior to the informal hearing. Where a suspension of more than ten (10) days is contemplated, or expulsion procedures are to be implemented, the student and his/her parents/guardians shall be afforded both an informal and formal due process hearing. The formal due process hearing shall be held to allow the student to contest the facts which may lead to long-term suspension by a principal, or continued suspension or expulsion by the Board.

### **AN INFORMAL HEARING SHALL INCLUDE THE ACCUSED STUDENT'S RIGHT TO:**

1. oral or written notification of the charges against him or her, and the proposed disciplinary consequence;
2. if requested, an explanation of the evidence against the student;
3. the opportunity to present a defense; i.e., facts, documents, and/or witnesses.

### **A FORMAL HEARING SHALL INCLUDE THE ACCUSED STUDENT'S RIGHT TO:**

1. written or oral notification of the charges against him or her and the proposed disciplinary consequence;
2. the names of the witnesses;
3. copies of the statements and affidavits of those witnesses;
2. the opportunity to be heard in his or her own defense;
3. the opportunity to question the adverse witnesses;
4. the opportunity to present witnesses and evidence in his or her own defense;
5. the opportunity to cross-examine adverse witnesses;
6. the opportunity to be represented by counsel

# SUSPENSION

1. The principal, Superintendent of Schools or designated administrator has the authority to temporarily suspend a student from school following a conduct and /or law-related violation.
2. Short-term Suspension
  - a. When a suspension of nine (9) days or less is proposed or imposed, the student shall meet with the principal or his designee. The administrator shall inform the student orally or in writing of the offense with which the student is charged and of the penalty proposed.
  - b. In the case of a special education student's suspension, the principal shall forward written notification and a description of the reasons for such action to the case manager and student's parents. Note that preschool students with disabilities shall not be suspended on a long-term or short-term basis and shall not be expelled.
  - c. The student shall be afforded full opportunity to deny the charges. If the student denies the charges, an explanation shall be furnished to him or her of the evidence which the school authorities have and the student shall be afforded an opportunity to present his or her side of the matter.
  - d. Wherever the presence of the student poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, the student may be placed in the principal's office until parent/guardian can be contacted and arrangements made to transport the child home.
  - e. Nothing contained herein shall be deemed as granting to students the opportunity to secure counsel, to confront and cross-examine witnesses supporting the charge or to call their own witnesses to verify their version of the incident where the penalty to be imposed is nine (9) days or less.
3. Suspension shall be reported to the student's parent/guardian immediately. The student is to serve the suspension only after the parent/guardian has been personally notified of the date(s) and the reason(s) for the suspension by a building administrator. The parent/guardian shall also be notified that a full formal hearing is required if the suspension exceeds ten (10) days, and shall be apprised of the rules, regulations, and appeal process related to a suspension. The parent/guardian may be initially notified of the suspension by telephone; however, the parent/guardian must subsequently be notified of all suspension in writing. **All suspensions of nine (9) days or fewer cannot be appealed beyond the building principal, whose decision is final.**
4. A student on suspension shall not be at any Franklin Township school or loiter near any such school either during or after school hours. A student who arrives at school while on suspension may be escorted, if necessary, back to his or her residence or place where parent, guardian, or emergency contact person is located.
5. In all cases of suspension, an "in person" parent/guardian conference shall be mandatory before the student is readmitted. In unusual circumstances, a responsible adult designated by the parent/guardian may be present at the conference in lieu of the parent/guardian.
6. During the period of suspension, the student has the obligation to keep up with his/her work.
  - a. It shall be the responsibility of the student and/or his or her parent/guardian to obtain all assigned work.
  - b. The student or parent/guardian shall have the responsibility for obtaining the assignment in a manner prescribed by the school.
  - c. There shall be a reasonable deadline for completing the schoolwork.
  - d. Makeup work completed by the student within this policy and school procedures shall be given full credit.
7. Students in grades five through twelve (5-12) suspended for five (5) or more consecutive days shall have the opportunity to receive instruction during the period of their suspension for two (2) hours per day, and beginning on the 5<sup>th</sup> day of the suspension.

## SUSPENSION

This instruction is provided at a location predetermined by the District. This service is in compliance with NJAC 6A:16.7.2(a) Parents will be notified by telephone regarding the arrangements for this instruction.

8. Long-term Suspension – Whenever a student commits an offense for which the penalty established or proposed to be imposed involves a suspension for a period of ten (10) days or more may result in expulsion, the following procedure shall be invoked:
  - a. a formal hearing shall be scheduled as soon as possible after the suspension of the student;
  - b. the formal hearing shall include the accused student's right to:
    1. written or oral notification of the charges against him or her;
    2. the names of the witnesses;
    3. copies of the statements and affidavits of those witnesses;
    4. the opportunity to be heard in his or her own defense;
    5. the opportunity to question the adverse witnesses;
    6. the opportunity to present witnesses and evidence in his or her own defense;
    7. the opportunity to cross-examine adverse witnesses;
    8. the opportunity to be represented by counsel.
  - c. The student is entitled to request a full formal hearing before the Board of Education in cases involving more than a ten (10) day suspension, where an "unusual situation" is involved.
9. If the suspension is for nine (9) days or fewer, the student shall be accorded the right to an informal hearing as soon as practicable after the occurrence of the misconduct.
10. If the suspension is for longer than ten (10) days, the student shall be accorded a full formal hearing, in addition to the informal hearing.
11. The suspension of a student shall be reported to the Superintendent of Schools, who shall then report the suspension to the Board of Education at its next regular Board meeting. No suspension by a principal may be continued beyond the second regular meeting of the Board of Education unless the Board of Education continues the suspension. The suspended student may be reinstated by the principal (or the Superintendent) prior to the second meeting of the Board.

# EXPULSION

1. Acts which shall require expulsion proceedings are noted below. Note that other acts or combinations of acts may also subject a student to expulsion proceedings when deemed necessary and appropriate.
  - a. Any pupil who commits an assault, as defined pursuant to N.J.S.A. 2C:12-1, upon a teacher, administrator, Board member or other employee of the Board of Education acting in the performance of his or her duties and in a situation where his or her authority to so act is apparent, or as a result of the victim's relationship to an institution of public education of this state, shall be immediately suspended from school consistent with procedural due process pending expulsion proceedings before the local Board of Education. Said proceedings shall take place no later than 30 calendar days following the day on which the pupil is suspended.
  - b. Any Level 5 misconduct which is the equivalent of an assault, as defined in N.J.S.A. 2C:12-1, will require the due process expulsion proceedings.
  - c. Any acts in concert with one or more other persons to commit any Level 5 misconduct which is the equivalent of an assault, as defined in N.J.S.A. 2C:12-1, will require the due process expulsion proceedings.
  - d. Acts with the purpose of promoting or facilitating the commission of any Level 5 misconduct which is the equivalent of assault, as defined in N.J.S.A. 2C:12-1, will require the due process expulsion proceedings.
2. The Principal may recommend a student for expulsion while instituting suspension provisions.
3. The principal shall notify the parent of the intent to implement expulsion proceedings.
4. The student shall be afforded an informal and full formal hearing on the charges against him or her.
5. There shall be a Franklin Township School District Expulsion and Readmission Review Committee, which shall consist of at least five (5) members. At least three (3) members, including a psychologist, shall be from the District staff. At least one (1) of the school-level membership shall be a classroom teacher. The Committee's membership and chairperson shall be appointed annually by the Superintendent of Schools.
6. The purpose of the Expulsion and Readmission Review Committee with the exception of those assault cases pursuant to the 1979 modification of N.J.S.A. 18A:37-2 which requires direct expulsion proceedings before the local Board of Education, shall be as follows:
  - a. To review recommendations for expulsion to determine:
    1. if there is sufficient documented evidence to support the school administrator's recommendation for expulsion;
    2. if appropriate, prior corrective and/or disciplinary actions have been taken by school authorities;
    3. if the student's rights to procedural due process as delineated in Board policies have been guaranteed.
  - b. To approve cases for forwarding to the Superintendent of Schools or to return cases to the school with recommendations for corrective actions or to request additional data.
  - c. To make recommendations regarding requirements and possible dates for consideration of readmission of a student who might be expelled.
  - d. To review requests for readmission.
7. A decision of the Expulsion and Readmission Review Committee to recommend expulsion or to return a case to the school may be appealed by the principal directly to the Superintendent of Schools.
8. The Superintendent of Schools shall review the recommendation of the Committee and the student's records.



## **EXPULSION**

9. If the Superintendent concurs with the Committee recommendation for expulsion, a full formal hearing shall be scheduled before the Board of Education.
10. Parent/Guardian and student shall be notified of the hearing and informed of their rights under full formal hearing procedures.
11. The Board of Education has the sole authority to terminate a student's enrollment in the school for serious misconduct.
12. After expulsion proceedings, a student may be entitled to seek readmission for subsequent school years, if so indicated by the Board of Education at the original expulsion hearing.
13. Readmission will be determined by the Superintendent, the Director of School Management and Student Advocacy and a Committee of the Board of Education when needed.

# **EQUAL EMPLOYMENT OPPORTUNITY, AFFIRMATIVE ACTION & HARASSMENT COMPLAINT PROCEDURES**

Franklin Township Public Schools are committed to providing an environment free from discrimination and harassment. Any type of discriminatory action or harassment by one person against another by reason of race, religion, creed, color, national origin, nationality, ancestry, age, sex, sexual orientation, gender identity or expression, marital status, civil union status, domestic partnership status, liability for service in the Armed Forces of the United States, atypical hereditary cellular or blood trait of any individual, genetic information, or refusal to submit to a genetic test or make the results of a genetic test known, is a violation of the policies of the Franklin Township Public Schools. Further state and federal protection are extended on account of disabilities, social or economic status, pregnancy, childbirth, pregnancy-related disabilities, actual or potential parenthood, or familial status.

## **Complaint/Grievance Procedure**

Problems and complaints of alleged discrimination / harassment are to be resolved in a prompt manner. A complaint/grievance is communicated through the filing of a written statement. This statement shall include:

- (a) A detailed description of what occurred including any verbal comments and responses from all parties;
- (b) A list of any persons with knowledge of the discrimination;
- (c) If known, the specific date(s) and locations(s) of the action or incident(s); and
- (d) Description of the relief sought.

## **Level I - Notification to Principal / Immediate Supervisor**

The complainant/grievant shall notify in writing the Principal or immediate Supervisor of the alleged offense and seek resolution. The complainant/grievant may proceed directly to Level II if the alleged instance involves the Principal or immediate Supervisor. The Principal/immediate Supervisor shall establish a record of the discussion that has taken place, shall, if appropriate, conduct an investigation and shall inform the person in writing of the resolution of the problem.

## **Level II - Notification to Affirmative Action Officer**

If the grievance is not resolved at Level I to the satisfaction of the complainant/grievant, a written notification to Orvyl M. Wilson, the Affirmative Action Officer, should be filed within ten (10) working days of the written response from Level I. Upon receipt of the same, a formal meeting will be scheduled and conducted by the Affirmative Action Officer. At this meeting, the complainant/grievant shall present all evidence in support of the alleged violation. An investigation may or may not be conducted by the Affirmative Action Officer as determined by the nature of the complaint. The Affirmative Action Officer will provide a written decision to the complainant/grievant.

## **Level III - Appeal to Superintendent**

Upon receipt of a written response from the Affirmative Action Officer, the complainant/grievant will have the right to appeal this decision to the Superintendent. This appeal must be in written form and filed within ten (10) days after the Affirmative Action Officer's written decision has been provided.

## **Level IV – Appeal to Board of Education**

Upon receipt of a written response from the Superintendent, the complainant/grievant will have the right to appeal this decision to the Board. This appeal must be in written form and filed within ten (10) days after the Superintendent's written decision has been provided.

## **Level V**

The complainant/grievant has the right to contact the U.S. Office on Civil Rights or the NJ Division on Civil Rights for the resolution of any complaint. If you have any questions about policies or practices, contact:

**Manager of Human Resources and Personnel Services  
2301 Route 27  
Somerset, NJ 08873 (732) 873-2400, Ext. 329**

*Copies of policies dealing with Affirmative Action, Nondiscrimination, Employee Nondiscrimination, Sexual Harassment, Equal Opportunity, Marital Status and Pregnancy, and Section 504 (Equal Access) are on file and available for public examination on the District website, [www.franklinboe.org](http://www.franklinboe.org), and in each school building and the Board of Education of Education.*

## **HOW AND WHEN TO REPORT CHILD ABUSE/NEGLECT**

### **Standardized Training Materials – Reporting Child Abuse and Neglect: What School Personnel Need to Do**

In New Jersey, any person having reasonable cause to believe that a child has been subjected to abuse or acts of abuse should immediately report this information to the State Central Registry (SCR). If the child is in immediate danger, call 911 as well as **1-877 NJ ABUSE (1-877-652-2873)**. A concerned caller does not need proof to report an allegation of child abuse and can make the report anonymously.

#### **What information will I be asked to provide to the hotline screener?**

SCR screeners are trained caseworkers who know how to respond to reports of child abuse/neglect. Whenever possible, a caller should provide all of the following information:

- **Who:** The child and parent. Caregiver's name, age and address and the name of the alleged perpetrator and that person's relationship to the child.
- **What:** Type and frequency of alleged abuse/neglect, current or previous injuries to the child and what caused you to become concerned.
- **When:** When the alleged abuse/neglect occurred and when you learned of it
- **Where:** Where the incident occurred, where the child is now and whether the alleged perpetrator has access to the child.
- **How:** How urgent the need is for intervention and whether there is a likelihood of imminent danger for the child.

#### **Do callers have immunity from civil or criminal liability?**

Any person who, in good faith, makes a report of child abuse or neglect or testifies in a child abuse hearing resulting from such a report is immune from any criminal or civil liability as a result of such action. Calls can be placed to the hotline anonymously.

#### **Is it against the laws of New Jersey to fail to report suspected abuse/neglect?**

Any person who knowingly fails to report suspected abuse or neglect according to the law or to comply with the provisions of the law is a disorderly person.

#### **What happens after I make the call?**

When a report indicates that a child may be at risk, an investigator from the Division of Child Protection and Permanency (formerly Youth and Family Services) will promptly investigate the allegations of child abuse and neglect within 24 hours of receipt of the report.

# Policy 5541

## ANTI-HAZING

A safe and civil environment in school is necessary for students to learn and achieve high academic standards. Hazing is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe and disciplined environment. The Board of Education prohibits acts of hazing and adopts this Policy against hazing in accordance with N.J.S.A. 18A:37-32.2. The provisions of this Policy apply to all schools in the school district.

"Hazing" in a school setting includes, but is not limited to, conduct by an individual(s) who is a member and/or representative of a school-sponsored student organization, club, or athletic team where such individual(s) conditions a student's acceptance as a member into such group on whether the student engages in activities that are humiliating, demeaning, intimidating, and exhausting to the student.

N.J.S.A. 2C:40-3.a. indicates hazing may also include, but is not limited to, the conduct outlined below:

1. An individual(s) causes, coerces, or otherwise induces a student to commit an act that violates Federal or State criminal law;
2. An individual(s) causes, coerces, or otherwise induces a student to consume any food, liquid, alcoholic liquid, drug or other substance which subjects the student to a risk of emotional or physical harm or is otherwise deleterious to the student's health;
3. An individual(s) subjects a student to abuse, mistreatment, harassment, or degradation of a physical nature, including, but not limited to, whipping, beating, branding, excessive calisthenics, or exposure to the elements;
4. An individual(s) subjects a student to abuse, mistreatment, harassment, or degradation of a mental or emotional nature, including, but not limited to, activity adversely affecting the mental or emotional health or dignity of the individual, sleep deprivation, exclusion from social contact, or conduct that could result in extreme embarrassment;
5. An individual(s) subjects a student to abuse, mistreatment, harassment, or degradation of a sexual nature; or
6. An individual(s) subjects a student to any other activity that creates a reasonable likelihood bodily injury to the student.

Board of Education members, school employees, and contracted service providers are required to report an alleged incident of hazing that may take place or has taken place on or off school grounds to the Principal or designee on the same day when the individual witnessed or received reliable information regarding such an incident. Students, parents, volunteers, or visitors are encouraged to report an alleged incident of hazing that may take place or has taken place on or off school grounds to the Principal or designee on the same day when the individual witnessed or received reliable information regarding any such incident.

## ANTI-HAZING

Any report of an alleged incident of hazing shall be immediately investigated by the Principal or designee in accordance with procedures used to investigate alleged violations of the Student Discipline/Code of Conduct and Policy and Regulation 5600. A Principal or designee who receives a report of an alleged incident of hazing and fails to initiate or conduct an investigation and fails to minimize or eliminate the hazing may be subject to disciplinary action.

The Principal or designee may identify behavior when investigating an alleged incident of hazing indicating harassment, intimidation, or bullying (HIB) pursuant to N.J.S.A. 18A:37-14 et seq. – the New Jersey Anti-Bullying Bill of Rights Act (ABR). If the Principal or designee identifies behavior indicating HIB, the Principal or designee shall ensure a separate investigation is conducted in accordance with the ABR and Policy 5512.

The Superintendent or designee shall report to local law enforcement any hazing incident that rises to the level of mandatory reporting under the “Uniform Memorandum of Agreement Between Education Officials and Law Enforcement Officials” or any other agreement between local law enforcement and the school district pursuant to N.J.A.C. 6A:16-5.1(b).

Hazing that involves the participation of a coach, teacher, or other adult may constitute child abuse and shall be addressed in accordance with N.J.S.A. 18A:36-25 and Policy and Regulation 8462.

The Board shall enforce any penalty for violation of this Policy in accordance with the student code of conduct and Policy and Regulation 5600, or any other applicable Board Policy or Regulation. In accordance with N.J.S.A. 18A:37-32.3 appropriate penalties for a violation of this Policy may include, but are not limited to:

1. Withholding of diplomas or transcripts pending compliance with the rules;
2. Rescission of permission for the organization or group whose student member(s) are being penalized under this Policy, to operate on school property or to otherwise operate under the sanction or recognition of the school district; and
3. The imposition of probation, suspension, dismissal, or expulsion of a student member(s).

Any discipline instituted in response to a violation of this Policy may be in addition to discipline for a violation of Policy 5512, Policy and Regulation 5600, and any other applicable Board Policy and Regulation.

The school district shall ensure that students are informed of this Policy, including the rules, penalties, and program of enforcement under this Policy. This Policy shall be posted on the school district’s publicly accessible Internet website.

N.J.S.A. 18A:36-25; 18A:37-13.2; 18A:37-14 et seq.; 18A:37-32.2;  
18A:37-32.3  
N.J.A.C. 6A:16-5.1

Adopted: 24 February, 2022